ED 187 826 AA 001 079

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 80

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $42.70 (Domestic), $53.40 (Foreign).

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, Education, *Indexes

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 843 CE 016 834

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part P: ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-112p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, *Assembly (Manufacturing), Basic Skills, Behavioral Objectives, *Communication Skills, Competency Based Education, Electronics Industry, Employment Potential, Employment Qualifications, Evaluation Criteria, Job Performance, Job Skills, *Machinists, *Mathematics, *Occupational Information, Production Technicians, Reading Skills, *Secretaries, Typists

Identifiers-Adult Competency Education Project, California (San Mateo County), *Electronics Assemblers, *Key Punch Operators

This thirteenth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Secretary, Keypunch Operator, Electronics Assembler, Printed Circuit Assembler, Micro Electronincs Assembler, Chassis Assembler, and Machinist Apprentice. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (An office core job description containing competencies common to the office occupations included here is in CE 016 831. An assembly worker core job description containing competencies common to the assembler occupations is provided.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable

instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 860 CE 024 938

Gardner, David C. Warren, Sue Allen

Careers and Disabilities: A Career Education Approach.

Greylock Publishers, Stamford, Conn.
Pub Date-78
Note-183p.
Available from-Greylock Publishers, 13 Spring St., Stamford, CT 06901 ($10.95; 20% discount on quantity orders).
Pub Type- Guides - Non-Classroom (055) - Books (010)
Document Not Available from EDRS.
Descriptors-*Accessibility (for Disabled), *Career Education, Curriculum Development, *Disabilities, Educational History, Educational Opportunities, Employment Opportunities, Learning Theories, Occupational Tests, Personality Theories, *Program Development, *Special Education, *Vocational Education

Divided into nine chapters, this textbook for educators is designed to deal with selected, special problem areas in career education for the handicapped. Chapter 1 introduces the major concepts of the career education movement and its implications for programming for handicapped persons. Chapter 2 provides an overview of disabilities, while chapter 3 reviews and discusses the many barriers to employment of handicapped persons. Problems and techniques of vocational assessment are discussed in chapter 4. Citing recent research, chapters 5-7 discuss the special implications of learning theory and personality theory for training special needs students for the world of work. Using examples from recent studies and current programs, chapter 8 outlines how schools can find the answers to such questions as How do we get started?'' and Where do we initiate curriculum changes?'' Finally, in chapter 9, the authors summarize and reflect upon the progress made toward adequate career education for the disabled student. (BM)

(3) education for the aged through Jang Soo Schools; (4) education for home and family life, community development, and young adults through the Saemaul Movement and Youth Guidance programs; (5) rural, professional, and labor education through the New Community Movement; (6) public affairs and professional development through Civic School education; (7) liberal adult education through short-term training programs; and (8) women's adult and continuing education through the Wife's Study groups. (JT)

ED 187 879 CE 025 390

Grisafe, John P.

Occupational Assessment Handbook.

Riverside County Superintendent of Schools, Calif.

Pub Date- 79

Note-73p.; Some pages with light and broken type will not reproduce well.

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Ability, *Ability Identification, Adult Education, Aptitude Tests, Career Education, Disabilities, Elementary Secondary Education, Interest Inventories, Job Skills, *Occupational Tests, Predictive Measurement, *Program Development, Program Implementation, Scoring, Testing, Test Interpretation, *Vocational Aptitude, *Vocational Interests, Work Sample Tests

Identifiers-Work Evaluation

This handbook contains suggested guidelines for planning and implementing an occupational assessment program and an overview of fifty-one occupational assessment instruments. The guidelines cover these topics: instrument selection and use, administration, scoring, and interpretation. Each of these reviews of occupational interest and ability assessment instruments contain the following information in a one-page format: reference number, title, copyright, vendor, type/use of instrument, target populations, instrument format, scoring, interpretive format, reading level, administrative time, and space for notes. For quick reference, a chart identifying the major factors of the reviews type, target population, scoring, reading level, and administrative time and a list of the vendors are included at the back of the document. (YLB)

ED 187 897 CE 025 552

A Curriculum Design for Gateway Technical Institute.

Gateway Technical Inst., Kenosha, Wis.
Pub Date- 80
Note-44p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Vocational Education, Behavioral Objectives, Career Ladders, *Competency Based Education, *Curriculum Development, Evaluation Criteria, *General Education, Guidelines, Job Performance, *Job Skills, Learning Activities, Material Development, Occupational Information, Orientation, Secondary Education, Student Evaluation, *Units of Study, Vocational Education
Identifiers-Gateway Technical Institute WI

The eight sections of this working model provide an overview of a sequence for the development of a competency-based curriculum at Gateway Technical Institute. Sections 1 and 2 provide general information about Gateway and the philosophy and rationale of competency-based education (CBE). Sections 3-6 set forth the actual guidelines for the development of a competency-based curriculum. Section 3 concerns the philosophy and goals and orientation of students to general education subject areas. Section 4 discusses the philosophy and goals of the occupational program area, identification of program occupations, development of a mobility chart (career paths), and orientation of students to the occupational program. The three groups of broad competencies universal, occupational, and occupation related are the focus of section 5, while section 6 discusses the three parts of specific competencies: conditions/limitations, learning outcomes, and performance criteria. Section 7 focuses on the development of instructional modules. It discusses and outlines the components of the three divisions of modules orientation, teacher-learner activities, and evaluation. (Evaluation, section 8, is to be conducted by Gateway's Research and Planning Division.) An organizational chart of Gateway and a glossary are appended. (YLB)

ED 187 917 CE 025 599

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-36p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 600, CE 025 603, CE 025 605,CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, *Forestry, *Forestry Occupations, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Forestry, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These nine lessons on forestry explore the many occupations related to preserving and maintaining forests, including the skills and attitudes necessary to perform these jobs. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 935 CE 025 636

Military Curricula for Vocational & Technical Education. Equal Opportunity and Treatment Classroom Course 17-9.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-30 May 78

Note-[illegible]65p.; Parts of this document will not reproduce well due to broken type. For a related document see CE 025 635.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC30 Plus Postage.

Descriptors-Behavioral Objectives, Behavior Change, *Conflict Resolution, *Counselor Training, Course Descriptions, Cultural Differences, Curriculum Guides, Decision Making, Ethnic Bias, Ethnic Discrimination, *Group Dynamics, Human Services, Individual Development, Interviews, Leadership, *Leadership Training, Learning Activities, Postsecondary Education, Problem Solving, Professional Development, Questioning Techniques, Racial Bias, Racial Discrimination, Secondary Education, Sex Bias, Sex Discrimination, *Social Action, Social Attitudes, *Social Bias, Values Clarification, Vocational Education, Workbooks

Identifiers-Group Managers, Military Curricula

These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 134-hour public service course is to provide basic skills and technical knowledge to work effectively in entry-level positions. The course contains two blocks of instruction Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (20 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision-Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises. (YLB)

either the AOS degree or the two-year certificates for both hiring and promotion. (Survey instruments are appended.) (LRA)

ED 187 954 CE 025 687

Clothing and Textiles (Intermediate). Instructor's Guide. Revised.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.
Pub Date-Oct 79
Note-305p.; Colored pages may not reproduce clearly.
Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri Columbia, Columbia, MO 65201 (Instructor $12.50; student $4.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Clothing Instruction, *Home Economics, Home Economics Skills, Instructional Materials, Learning Activities, *Occupational Home Economics, Secondary Education, Teaching Guides, *Textiles Instruction, Transparencies

This clothing and textiles teacher's manual contains five instructional units for a semester course. Units included are (1) Significance of Textiles and Clothing to the Individual in Society; (2) Nature of Textiles and Clothing; (3) Acquisition, Use, and Care of Textiles and Clothing; (4) Garment Construction; and (5) Occupations in Clothing/Apparel and Textile Produce Businesses and Industries. Each unit follows a typical format that includes objectives, suggested activities, an information outline, assignment sheets and answers, transparency masters, and a unit test and answers. Some units also include job sheets. (LRA)

ED 187 977 CE 025 760

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-16p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Public Service Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on careers in public service is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with careers in four public service areas: military, education, law enforcement, and public welfare and social services. (For junior high units in other career areas see CE 025 738-765.) (LRA)

special skills scientists need and give examples of special tools and equipment scientists use. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 187 998 CE 025 781

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-40p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Self Concept, *Self Evaluation (Individuals), Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Self-Awareness, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Consumer and Family Studies Career Cluster, these ten lessons are intended to develop student acceptance of self-characteristics, become aware of their environment, recognize and accept their emotions, and respect themselves and others. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 018 CE 025 885

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-81p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 886-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, *Family Life, *Family Relationship, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on the family is part of the Consumer and Family Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains twelve lessons designed to make students aware of family interaction and the need for shared responsibilities, shared recreation, and shared emotions. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 039 CG 014 419

Annual Report of NIJJDP. Fiscal Year 1979.

National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Mar 80
Note-79p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00902-6)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, Correctional Rehabilitation, Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, *Federal Programs, *Intervention, Justice, *Juvenile Courts, Outreach Programs, Program Evaluation, *Youth Problems

This report includes content areas consistent with the major activities and program components of the National Institute for Juvenile Justice and Delinquency Prevention (NIJJDP). The major statutorily-established functions of NIJJDP are assessed in terms of research, evaluation, and program development, information development and dissemination, training development and implementation, and standards development and implementation. The programs described address the following areas: (1) delinquent behavior and the prevention of delinquency; (2) prevention-related projects focussing on minority youth and females; (3) the juvenile justice system and courts; (4) corrections; and (5) alternatives to juvenile justice system processing. The appendices contain lists of project titles, grant numbers, amounts awarded, project directors, and project periods. (Author/HLM)

analysis. In the first sample, analysis for both men and women showed two components, directive-nondirective and carefree-conscientious, which account for the intercorrelation of six worker motivation scores and five temperament scores. In the second sample, the directiveness motivation component is positively associated with actualizing activities in men, and with crafts/domestic and/or feminine in women. The carefreeness component is positively associated with sensation-seeking in men and with social activity in women. Carefreeness is negatively associated with crafts/artistic for both sexes. Results show neither the substantial relations reported by Marano (1976) nor the sex dimensions found by McKechnie (1974), possibly due to the utilization of college student samples whose opportunities to engage in various leisure activities may be limited. (Author/NRB)

ED 188 061 CG 014 458

Kent, Martha Whalen Blanch, Andrea K.
Competence Is for Everyone. Unit 1: Different People. Intermediate Level. (Student Text and Teachers' Edition).
Vermont Univ., Burlington.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-81p.; For related document see CG 014 459.
Available from-Education Development Center, 39 Chapel Street Newton, MA 02160
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, Learning Modules, *Racial Bias, *Resource Materials, *Self Evaluation (Individuals), *Sex Stereotypes, *Social Bias, Teaching Guides
Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the intermediate grade-level, examines the appraisal process in American society through activities focused on: (1) identification of person and task appraisals; (2) self-appraisal; and (3) recognition of sexual and racial stereotypes. A teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 081 CG 014 478

Wilson, Vicki M. Lunneborg, Patricia W.

Implications for College Counselors of Women's Changing Career Aspirations and Role Modeling Needs.

Washington Univ., Seattle. Educational Assessment Center.
Report No.-EAC-R-80-18
Pub Date-Apr 80
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, *Career Choice, Career Counseling, College Students, Counseling Services, *Counselor Role, Higher Education, Majors (Students), *Occupational Aspiration, *Role Models, *Sex Differences, Sex Role, Student Needs

Changes in college students' career aspirations and attitudes were examined to ascertain student ideas for new directions in career counseling services. Subjects were 130 female and 66 male first-year students who completed a Role Modeling in College Survey during Fall 1979. The women were found to be as career-committed as the men, while concurrently shifting toward nontraditional majors and careers. Men were less influenced by female instructors than were females by male instructors in terms of role modeling. Correlation data revealed a uniformly low degree of influence by university personnel on student career choice certainty. Students recommended that counselors: (1) help departments establish mentoring systems; (2) arrange fieldwork experiences; (3) stage career days and seminars; (4) identify role models among university faculty and personnel; (5) organize student support groups; (6) conduct symposia aimed at identifying sexist behaviors; and (7) maintain resource files on campus programs and personnel, and alumni who were employed in atypical jobs relative to their college majors. (Author/HLM)

a focus on open, authentic interaction within the group experience would generalize to the participants' outside relationships with same- and opposite-sex friends. Undergraduate students (N 100) were assigned to a control, Standard, or Transfer condition group. The Standard group focused on here and now'' interaction among group members, while the Transfer group additionally focused on utilization of group learnings in outside relationships. Females, as opposed to males, evidenced significantly higher levels of facilitative interaction within the group and transfered their learning more readily to outside relationships. The transfer emphasis did not lead to an increased incidence of learning transfer over that which occurred spontaneously. (Author/HLM)

ED 188 103 CG 014 501

Carlozzi, Alfred F. Ward, G. Robert

The Relationship between Dogmatism and Facilitative Interpersonal Functioning of Counselor Trainees.

Pub Date- 78
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Counselor Characteristics, *Counselor Performance, *Counselor Training, *Dogmatism, Graduate Students, Higher Education, *Interpersonal Competence, *Personality Traits, Trainees

Numerous investigations have been conducted to discover the personality correlates of effectiveness in counseling, especially variables concerned with the counselor's ability to function flexibly and openly in both cognitive and affective dimensions. The relationship between dogmatism and facilitative interpersonal functioning was examined by controlling the effects of the counselor training program, number of graduate hours in counseling, age, sex, race, and religious affiliation variables. Subjects, 215 graduate students in guidance and counseling, completed the Opinion Scale, the Gross Rating of Facilitative Interpersonal Functioning Scale (GRFIF), and a demographic questionnaire. Multiple regression and partial correlation techniques indicated that dogmatism is inversely related to facilitative interpersonal functioning. Correlation coefficients revealed that as the number of graduate hours in counseling increased, GRFIF scores increased and dogmatism scores decreased. Results suggest that highly dogmatic counselor trainees are more likely to be interpersonally destructive or less facilitative than their low dogmatic counterparts. (Author/HLM)

CS

story. The findings also revealed that readers who shifted the protagonist when they drew their maps had not shifted the protagonist in their written retellings of the story. (FL)

ED 188 125 CS 005 482

Newman, Anabel P.

Twenty Lives Revisited: A Longitudinal Study of the Impact of Literacy on the Occupations and Schooling of Students Who Were Low Reading Readiness in First Grade (1964-1978) With Special Attention to Model, Motivation, Interest, Perseverance, and Pressure.

Pub Date-Apr 80

Note-407p.; For related document see CS 005 483. Not available in paper copy due to poor reproducibility.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Educational Research, *Followup Studies, Learning Readiness, *Literacy, Longitudinal Studies, *Outcomes of Education, Performance Factors, Postsecondary Education, *Prediction, Reading Attitudes, Reading Habits, Reading Interests, School Readiness, *Student Development, Young Adults

As part of a longitudinal study, student and parent interviews were conducted to collect data on the research question, What is the impact of literacy on the occupations/schooling of 20 1976 high school graduates who had been classified as low readiness students in the first grade?'' Of the 20 students originally in the Twenty Lives'' longitudinal study, only 18 could be contacted for this followup. Based on the new data, it seemed possible for individuals to enter school with less than auspicious beginnings and still succeed. Many of the participants in this followup study were doing quite well in achieving their personal goals and aspirations, even though they all had been classified as low readiness students in the first grade. It appears that the impact of literacy on the occupations and schooling of these young people has been considerable and, for the most part, positive. In addition to such tangible variables as socioeconomic status, parental education, school environment, or health, many less tangible variables model, motivation, interest, perseverance, and pressure have been equally important in affecting the development of these individuals from childhood through young adulthood. In fact, the results of this study suggested that these intangible variables, rather than being peripheral, may indeed be crucial to the occupational and educational achievement of low readiness students. (The investigator's accounts of parent and student interviews, and appendixes of forms, instruments, and transcripts used in this followup study are included.) (RL)

(FL)

ED 188 146 CS 005 512

Goldstein, Ira

Research on a Frame-Based Model of Reading Comprehension. Final Report.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.
Pub Date-Aug 79
Grant-NIE-G-77-0017
Note-99p.; A number of pages may be marginally legible.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Artificial Intelligence, *Cognitive Processes, Computers, *Language Processing, *Learning Theories, Models, *Reading Comprehension, *Reading Research
Identifiers-*Frame Theory

This report summarizes computational investigations of language comprehension based on Marvin Minsky's theory of frames, a recent advance in artifical intelligence theories about the representation of knowledge. The investigations discussed explored frame theory as a basis for text comprehension by implementing models of the theory and developing methods for exploiting its power; specifically they: (1) investigated how common-sense knowledge about the world can be embedded within a frame system, how that knowledge can be made active'' to model the intentions of a person planning a simple event, and the extent to which knowledge embedded in one particular frame system can be used to understand a grammatical construction called noun, noun modification''; (2) implemented a testbed system that understands connected discourses using knowledge embedded in frames to glue together'' the various pieces of information conveyed by individual sentences; and (3) studied how natural language text of very simple sorts can be immediately analyzed into the meaning of that text by exploiting the structure of individual frames. The first chapter of the report outlines frame theory, discusses briefly how this theory is embedded within Frame Representation Language (FRL a programing language), and summarizes the major results of the investigations. The remaining three chapters discuss the results in detail. (FL)

change continues to move us away from the traditional rhetoric paradigm all wrapped in ``what's'' to a process approach paradigm all packaged with ``how's.'' (HOD)

ED 188 167 CS 205 519

Duke, Charles R.

An Approach to Revision and Evaluation of Student Writing.

Pub Date-Mar 80

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation Methods, Higher Education, Teaching Methods, *Writing (Composition), *Writing Instruction

Identifiers-*Composition Process, *Revision (Written Composition)

An approach to evaluating student writing that emphasizes reformulation and deemphasizes grades teaches students that reworking their writing is a necessary and acceptable part of the writing process. Reformulation is divided into rewriting, revising, and editing. The instructor diagnoses student papers to determine significant problems on a priority basis (suggested by C. Koch and J. Brazil) instead of marking every writing error. All students write 14 to 15 essays of about 500 words per semester and have the option of selecting how many and which essays they will reformulate. Grades are assigned on the basis of a completed number of acceptable essays, with established criteria to determine acceptability in a modified contract system. In-class peer critique sessions, workshops, and individual conferences with the instructor are available during the semester. The following benefits result from the program: (1) the concept of writing as a drafting process is reinforced, (2) the separation between writing as a process and implications of grading writing as a product is increased, (3) students focus their attention on one problem at a time, and (4) students see what the writing process involves as being an asset rather than a liability and how writing can be less threatening and more meaningful. (AEA)

Nebraska Department of Education. The teacher's guide for each lesson provides the following information: title of the children's book presented, author, illustrator, publisher, goal, objectives, pre-viewing reading activities, telelesson summary, vocabulary, follow-up activities, extended classroom activities, and lists of other books by the author. The lessons are grouped by the following genres: folk tales, fanciful tales, fairy tales, myths, biographies, historical fiction, fables, and adventures, with realistic stories interspersed through the sequence. A list of books given for each genre indicates other books of the same type grouped according to readability level. (MKM)

ED 188 191 CS 205 617

A Learning Center for Haiku and Cinquain Poetry.

Nebraska State Dept. of Education, Lincoln.
Pub Date-75
Note-52p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Creative Writing, Elementary Education, *Haiku, *Individualized Instruction, *Learning Activities, *Learning Centers (Classroom), *Poetry
Identifiers-*Cinquain

Self-directed activities designed to help elementary school students learn to use the cinquain and haiku poetic forms are presented in this booklet. An overall lesson plan including learning objectives, teaching approaches, and lists of materials needed for each task is provided, as is a record keeping form. Each of the eight chapters of the booklet contains a pretest, a posttest, and worksheet activities designed to develop specific points. A list of extra activities is appended. (FL) this paper discusses several definitions that have been formulated and dismisses them as inadequate and fraught with understatement. It then suggests that a more appropriate and satisfactory approach to the problem might be to think of public relations as an immature and ineffective science along the lines of Jerome Ravetz's model presented in Scientific Knowledge and Its Social Problems.'' The paper concludes that the model fits and that it need not be a source of embarrassment to those in public relations since an immature and ineffective science can function effectively and can engage in work that will open paths to its maturity. (Author/FL)

ED 188 213 CS 205 639

Stonecipher, Harry W.

The Speech-Press Debate, the Law of Libel, and Protection for the Editorial Process.

Pub Date-Aug 80

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Constitutional Law, *Court Litigation, *Freedom of Speech, *Journalism, Legal Problems, *News Media

Identifiers-Gertz v Robert Welch Inc, Herbert v Lando, *Libel, *Supreme Court

Questions concerning the relative protection afforded by the speech and press clauses of the First Amendment to the United States Constitution, the law of libel, and protection for the editorial process are the focus of this paper. The first section summarizes arguments for First Amendment press protection, focusing on the question of whether there is a historical basis for making a distinction between the speech and press clauses of the First Amendment, as well as on approaches to the inherent difficulties in defining press.'' The second section discusses implications of the 1974 Supreme Court decision in Gertz v. Robert Welch, Inc.,'' in which the Supreme Court for the first time applied the constitutional libel defense established in New York Times Co. v. Sullivan'' to media defendants. It outlines problems with the media-defendant approach taken in the case and notes the reluctance of several state courts to extend the constitutional privilege to nonmedia defendants. In its third section, the paper outlines implications of the 1979 Herbert v. Lando'' case, in which the Supreme Court cast serious doubts on the scope of protection afforded the editorial function of the press. It explains the question posed in the case, discusses the Supreme Court's response, and suggests that a constitutional privilege for the press was not ruled out by the Supreme Court ruling. The paper concludes by observing that the issues involved in the ongoing speech-press debate have received little illumination from recent Supreme Court libel decisions. (GT)

ED 188 235 CS 205 664

Marino, Jacqueline L.

Children's Use of Phonetic, Graphemic and Morphophonemic Cues in a Spelling Task.

Pub Date- 79
Note-38p.; A number of pages may be marginably legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Error Analysis (Language), Error Patterns, *Language Processing, *Language Research, *Morphophonemics, Phoneme Grapheme Correspondence, Phonetics, *Reading Achievement, Reading Processes, *Spelling, Spelling Instruction

Children's spelling errors were examined to determine the relationships between linguistic cues used (phonetic, graphemic, and morphophonemic), grade level, reading proficiency, and spelling proficiency. The standardized reading and spelling test scores of 180 second, third, and fourth grade students were used to randomly select 22 good reader/good spellers, 22 good reader/poor spellers, and 22 poor reader/poor spellers. These subjects took a 45-item spelling test containing 15 chances at each of the three linguistic levels. A group of 62 fifth grade students also took a modified version of the experimental spelling test. Within each grade, morphophonemic structures yielded significantly more errors than graphemic structures. Graphemic structures yielded significantly more errors than phonetic structures for grades three and four, but not grade two. Across-grade comparisons were not significant, with only second grade means significantly greater than third/fourth grade means on phonetic and morphophonemic structures. Although phonetic, graphemic, and morphophonemic scores did not differ significantly across groups, the scores for the latter two linguistic levels approached significance and suggested replication in fifth grade subjects. These results indicated that linguistic cue systems comprised meaningful levels of processing for spellers, and that their use was relatively consistent. The findings also suggested that morphophonemic awareness may relate more to reading achievement than to spelling achievement. (RL)

speech behavior were identified using musical terminology: staccato,'' a highly fragmented flow of conversation with high turnover rate; solo'' in which verbal inactivity dominated; tutti,'' very lively conversation with frequent interruption; and legato,'' long periods of simultaneous speech and a low turnover rate. Staccato'' was the only type of speech behavior showing a relationshiP with social class. It was much more strongly represented in the conversation of lower class than middle class families. The speech patterns that were examined showed no relation to the age of the family members. The families with the schizophrenic sons showed an excess of solo'' and a lack of tutti.'' These were the only two factors that significantly discriminated between the two groups of families. Families with a schizophrenic patient who had to be readmitted within two years after the first discharge from psychiatric inpatient treatment showed a trend to a lower degree of tutti.'' (MKM)

ED 188 258 CS 502 947

Koo, Charles, M.
Communication and Rural Developments in Communist China Revisited.
Pub Date-May 80
Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), Foreign Countries, *Information Dissemination, *Mass Media, *Political Influences, *Rural Development, *Socioeconomic Influences
Identifiers-*China

Rural mainland China has undergone dramatic changes since the establishment of the People's Republic in 1949. The collectivization of agriculture basically altered the rural arrangement of conventional China. Using a series of mass media campaigns, Mao Tse-Tung to some extent transformed the traditional rural social system to what he envisioned as a modern socialist system. Although mass media are not as advanced in China as in other developed nations, the top-down communication strategy serves the rural development program well. China has relied on interpersonal communication which has proved effective in the rural development program, making up for the backwardness of electronic media. Print media also helped to enlist mass participation by reporting Mao's addresses and shaping the party's rural development policy. With the new leadership and modernization program in force, it is expected that China will take advantage of developing mass media to promote and foster future rural developments. (DF) with program suggestions for small secondary schools that would increase opportunities for individualized instruction and independent study. (LD)

ED 188 280 EA 012 677

Hartman, William T.
Policy Effects of Special Education Funding Formulas. Program Report No. 80-B1.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Grant-OB-NIE-G-78-0212
Note-42p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Financial Support, *Incentives, *Program Costs, *Resource Allocation, *Special Education
Identifiers-*Education for All Handicapped Children Act, *Funding Formulas

As funding for special education increases, it becomes important for educational policy-makers to understand the effects caused by the distribution of monies. This paper focuses on key programmatic and management issues in the funding of special education. Four main topics are discussed: (1) the relationship between special education programs and costs, (2) primary funding formulas used for special education, (3) policy issues affected by the funding formulas, and (4) motivational effects of the various funding formulas. Also examined are the effects of the funding approach used by P.L. 94-142 (Education for All Handicapped Children Act) to allocate federal funds. (Author/LD)

education administrative districts into four categories. Regression analysis was the methodology used. The results showed that simple wealth neutrality for special education revenues had been nearly attained for unit districts. Conditional wealth neutrality, with respect to total revenue for special education, had been achieved for unit districts based on pupil analysis. The study recommends that future research should explore the amount of fiscal effort that has to be exerted by poor districts to meet the administrative and legal requirements surrounding special education. (Author/LD)

ED 188 304 EA 012 753

Dearman, Nancy B. Plisko, Valena White
The Condition of Education. 1980 Edition. Statistical Report.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NCES-80-400
Pub Date-80
Note-351p.; Not available in paper copy due to marginal legibility of original document. For related documents, see ED 136 442, ED 155 811, and ED 172 446.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00001-6; $7.50).
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, College Faculty, *Educational Finance, Elementary Secondary Education, *Enrollment, *Equal Education, Higher Education, National Surveys, *Preschool Education, *Sociocultural Patterns, Student Characteristics, Student Financial Aid, Student Teacher Ratio, Tables (Data), Teachers, *Vocational Education

This annual statistical report describes the national condition of education and the conditions in the larger society that may affect education. Statistical data are presented on issues concerning educational institutions, students, and personnel. The first section of this report describes trends and developments affecting education at all levels. Chapter 1 explores the student population of the 1980s, the current status of science education, and changes in educational expenditures. Chapter 2 covers such facets of elementary and secondary education as enrollment trends, staffing trends, teacher status, and student performance and testing. Chapter 3 examines the enrollment, staffing, and outcomes of higher education. In the second section of the report, special topics have been selected for closer analysis. Chapter 4 looks at the financing of higher education; chapter 5 examines preprimary education, including enrollment, student characteristics, facilities, costs, and effects; chapter 6 discusses adult and occupational education; and chapter 7 analyzes changes in resource disparity in elementary and secondary education both between and within states. (Author/PGD)

ED 188 326 EA 012 778

Responsive, Evaluative, Accountability System Operating Newark Schools.
Newark City School District, Ohio.
Pub Date-80
Note-64p.
Available from-Newark City School District, East Main at First St., Newark, OH 43055 ($9.00)
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Accountability, *Administrator Evaluation, Administrators, *Compensation (Remuneration), *Educational Objectives, Elementary Secondary Education, *Management Systems, *Models, Program Descriptions, Program Development, School Surveys
Identifiers-*Newark School District OH

This report describes an accountability program the Responsive, Evaluative, Accountability System Operating Newark Schools (REASONS) used in an Ohio school district. First, the planning model is discussed, including rationale for a management system that will assess and improve education in the district. Next, developmental objectives and management of those objectives are reviewed. Finally, the report discusses how to evaluate and reward performance of members of the administrative team. A copy is included of the school survey used to solicit suggestions for improvement from the community. (Author/LD)

renovations or alterations of existing buildings. It is not intended as a total resource reference for school construction. The chapters in the book are presented in the same sequence as their subjects would generally be considered when a school district plans a construction project. The chapters cover the following topics: (1) the importance of educational specifications, (2) fiscal planning for school construction, (3) selecting an architect the school board's perspective, (4) selecting an architect the architect's perspective, (5) the process of site selection, (6) public school sites a statement of policy, (7) construction management, (8) turnkey construction, (9) value engineering, (10) equipment purchase and installation, (11) energy conservation, and (12) construction administration. (Author/MLF)

ED 188 349 EA 012 815

Field-Proven Programs to Conserve Energy in Schools.

Association of School Business Officials, Chicago, Ill.

Pub Date-80

Note-64p.; Presented at the Annual Meeting of the Association of School Business Officials (66th, Denver, CO, October 1979).

Available from-Publications Dept., Research Corp. of the Association of School Business Officials of the United States and Canada, 720 Garden St., Park Ridge, IL 60068 ($6.50)

Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Automation, Behavior Modification, *Building Operation, *Climate Control, Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, Equipment Maintenance, *Facility Guidelines, Facility Requirements, Fuel Consumption, Higher Education, School Business Officials

This publication presents field-proven school energy conservation programs, practices, procedures, and ideas that can assist educators with the resource allocation challenges caused by the international energy situation. The programs presented are representative of a broad spectrum of school and school-related organizations from 15 widely dispersed states and one Canadian province. The programs range from those concerned with the public relations aspects of school energy conservation programs to manual procedures to control and reduce energy consumption; and from behavioral approaches to highly sophisticated and fully automated programs to accomplish desired results. In addition, a listing is supplied of the names, addresses, and phone numbers of individuals and organizations who are willing to share greater details about their respective programs. (Author/MLF)

Descriptors-*Behavior Problems, *Child Abuse, Children, *Corporal Punishment, *Discipline, Legal Problems, Literature Reviews, Punishment, State Legislation

The literature on the use of corporal punishment with children is reviewed, legal opinions on the issue are cited, and research on the social and behavioral aspects of corporal punishment are discussed. The literature is noted to focus on guidelines for administering corporal punishment, the importance of the relationship between the adult and child, the need to apply punishment early during the misbehavior, and the negative spillover effect of punishment on other children. Literature against the use of corporal punishment is reviewed, citing the risks and questionable effectiveness associated with its use. The fine line between corporal punishment as discipline and as abuse is noted. Included in the appendixes are an analysis of legal issues relating to corporal punishment, content analysis of state legislation regarding corporal punishment, and a review of alternative methods of child management and discipline. (CL)

ED 188 373 EC 124 177

Bender, Nila N.

Self-Instruction and Impulsivity Control by Deaf Children.

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention, *Conceptual Tempo, Elementary Education, Exceptional Child Research, *Hearing Impairments, Independent Study, *Self Control

Sixty-five severely hearing impaired elementary school age children were randomly assigned to four treatment conditions to compare the effectiveness of attention training and self instruction in controlling Ss' impulsivity. Ss were assigned to either (1) attention training via self instruction, (2) attention training, (3) self instruction, or (4) materials control. Self instruction and attention training were modeled and taught in a total communication mode. Results showed no significant effects for total subject analyses, but analyses with only the impulsive Ss revealed the attention training component to be more effective than self instruction in reducing impulsivity on the Matching Familiar Figures posttest 5 days after training. Impulsive Ss generalized a slower response time to a similar format test, but not to a task of a different format. (Author/CL)

ED 188 396 EC 124 356

Vasa, Stanley F. And Others

Career Education for the Handicapped Parents' Changing Roles and Responsibilities.

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-29).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education, *Disabilities, Elementary Secondary Education, Parent Attitudes, *Parent Participation, *Parent Responsibility, *Parent Role, Parent School Relationship, *Teacher Characteristics

The importance of parent involvement in the career education of their handicapped children is the focus of the paper. Parent participation is necessary both because it has been mandated by law and because parents have an influence on their children and provide a valuable resource in career education. Alternative delivery systems, such as newsletters and teacher home visitations should be considered. Parents may be reluctant to become involved due to negative previous experiences with schools and school personnel or because they have found it difficult to articulate their concerns. Teachers need to display interest, acceptance, and empathy as well as honesty, objectivity, and dependability. Effective interaction needs to be established through such techniques as careful planning of conferences, and teachers must be prepared to recruit parent involvement and establish an ongoing communication system with parents. (PHR)

ED 187 861 CE 025 079

A Demonstration: Effecting Incremental Improvements in K-12 Education. Final Report, July 1, 1978-September 30, 1979.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.-554AH80590
Pub Date-79
Grant-G0078C0019
Note-73p.; For related documents see ED 163 226 and ED 167 775.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, *Demonstration Programs, Educational Research, Elementary Secondary Education, Program Costs, *Program Development, *Program Implementation, *Program Improvement, School Districts
Identifiers-Alliance of Career and Vocational Education, Education Amendments 1974, National Center Research in Vocational Education

A project was conducted to (1) determine how to install comprehensive career education programs on a districtwide basis when development and field testing have been completed, and (2) determine how to transport effective career education programs from school districts that have them to school districts that need them. Project objectives were met through the involvement of nine school districts in the Alliance of Career and Vocational Education. The National Center for Research in Vocational Education staff provided training for career education directors and career education curriculum materials for teachers to facilitate program implementation in the nine districts. As a result of project activities, it was found that four major factors influenced the transportability and installation of Alliance programs: (1) goal and model congruence, (2) cost, (3) ease of installation, and (4) staff and community involvement. Evaluation data indicated that the career education programs were received equally well by staff and students in the five ongoing districts and four new districts. (LRA)

ED 187 918 CE 025 600

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-54p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Advertising, *Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, *Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to Advertising, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons on advertising explore basic reasons for advertising, work opportunities in the field, job related abilities, and how advertising influences decisions regarding purchase of products. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 955 CE 025 738

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-14p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 739-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Production Techniques, Teaching Guides, *Television, Units of Study

Identifiers-Project CHOICE

This junior high teaching unit on careers in television is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students in drama and closed circuit television classes with production, technical, commercial, and career aspects of the television industry. The unit is one of six in the Communications and Media Occupations Career Cluster. (For those and junior high units in other career clusters, see CE 025 738-765.) (LRA)

ED 187 978 CE 025 761

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-37p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Animal Caretakers, Animal Husbandry, *Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Secondary Education, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on careers related to animal care is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to provide experiences in animal care which are related to many different subject areas. (For junior high units in other career areas see CE 025 738-765.) (LRA)

ED 188 019 CE 025 886

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-43p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, *Measurement, Measurement Techniques, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on measurement is part of the Science and Engineering Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the rationale for the unit, goals, performance objectives, entry Level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains ten lessons designed to help students develop an awareness of the need for measurement and develop measuring skills. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 040 CG 014 426

Services for Alcoholic Women: Foundations for Change. Resource Book.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-ADM-79-873
Pub Date-79
Contract-281-78-0005
Note-213p.; Pages 69-179, 191-198, 229-244, 251-253, 259-269 not filmed due to copyright. For related document see CG 014 483.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00943-1)
Pub Type- Guides - General (050) - Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Alcoholism, Annotated Bibliographies, *Change Strategies, Delivery Systems, Evaluation Methods, *Females, Professional Training, Program Descriptions, Program Evaluation, *Resource Materials, Social Agencies, *Team Training, *Training Methods

This training program, designed to assist treatment program decision-makers in planning, implementing, and monitoring practices and services for alcoholic women, provides participants the opportunity to measure the current state of their agency programs, select priorities for change, and develop an action plan for change. The program sessions, led by two trainers over a period of 2 1/2 days (approximately 16 hours total), are targeted to two-person teams, and include small group exercises and discussions, lecturettes, and brainstorming. This resource book, a participant reference guide, is divided into five sections which focus on: (1) specific training program materials; (2) reprinted articles concerning helplessness, sex-role stereotypes, and treatment prevention strategies for alcoholic women; (3) treatment program resources; (4) staff development literature; and (5) client education resources. (Author/NRB)

ED 188 082 CG 014 479

Setty, Robert M. Hawkins, Raymond C.

Relevance of Mood Eating Patterns to Maintenance of Weight Loss After Treatment

Pub Date-80

Note-13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, *Behavior Change, Behavior Patterns, *Body Weight, College Students, *Eating Habits, *Environmental Influences, Followup Studies, *Program Effectiveness, Program Evaluation, Self Control, Self Help Programs

Identifiers-*Obesity

Relapses in alcoholics, smokers, and heroin users are frequently provoked by stress. Individuals often return to using addictive substances when feeling angry or frustrated as the result of negative mood states, interpersonal conflict, or social pressure. A behavioral weight-control program used to treat 140 overweight college students was evaluated during follow-up periods of 4-28 months to determine if emotional factors and external pressures were important in the failure of subjects to maintain weight losses. Most completers of the treatment program lost moderate amounts of weight which were, in many instances, not maintained after treatment termination. Analyses indicated that individuals with eating patterns related to negative emotional states and individuals who were married were most likely to gain weight in the follow-up period. Results suggest there is a need to investigate high-risk situations which provoke weight gain and to prepare program participants to cope with subsequent stressful episodes. (Author/HLM)

ED 188 192 CS 205 618

Getting Behind the Newspaper.
Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-148p.; A number of pages may be marginally legible.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Individualized Instruction, *Learning Activities, *Learning Centers (Classroom), *Newspapers, Teaching Methods

A number of learning center activities designed to help elementary school students learn to read a newspaper intelligently are presented in this guide. Specific activities deal with newspaper vocabulary, using an index, identifying the five W's'' in a news article, editorials,

characteristics of various kinds of newspaper cartoons (advertising, single frame, strip, and editorial), reading sports stories, understanding a financial page, reading want ads, identifying weather map symbols and weather terminology, identifying various kinds of newspaper photographs (features, news, and picture pages), the features of a women's section of the paper, and identifying different types of entertainment advertised in the entertainment section. Pretests and posttests, learning objectives, suggested teaching approaches, and lists of materials needed for each activity are also provided. In addition, the guide provides a plan for implementing a learning center, a copy of a student progress card, and bibliographies for students and for teachers. (FL)

ED 188 281 EA 012 678

Kirst, Michael W. Garms Walter I.

The Demographic, Fiscal, and Political Environment of Public School Finance in the 1980's. Policy Paper No. 80-C1.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Grant-OB-NIE-G-78-0212

Note-45p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980). Figures may be illegible.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Demography, *Educational Finance, Elementary Secondary Education, *Enrollment Projections, *Governance, Political Influences, *Population Growth, *Population Trends, Social Influences, Teachers, Trend Analysis

This paper explores the future of school finance through an examination of the size and distribution of future populations, the future of the economy and its effect on money available for schools, and the political context within which decisions will be made. It projects this knowledge over the decade of the 1980s and makes future predictions about the financial outlook for education. Some of the specific topics explored include enrollment projections, the impact of demographic changes, the impending shortage of quality teachers, societal forces competing with education for funds, and political strategies to increase expenditures for education. (Author/LD)

Kirp, David L.
Barnyard Cacaphony? Judging and Politicking in School Desegregation. Program Report No. 79-B23.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Grant-OB-NIE-G-78-0212
Note-13p.
Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Court Role, *Desegregation Litigation, Desegregation Plans, Essays, *Laws, *Political Influences, *Politics, Public Schools, *School Desegregation

This essay takes up two separate but related issues: how the courts have resolved disputes over race and schooling and how they should resolve such disputes. This essay is in reply to a related essay, in which another author identified the consequences of what he perceived as a minimalist judicial role and called for greater exercise of responsibility by the courts. Replying to those assertions, this essay describes the race and schooling issue as at once judicial and political and identifies a role for courts in strengthening a genuinely political process, one which reckons with the wishes of black as well as white constituents. (Author)

Wallick, Mollie Marcus

Hands-On with Sign and Sound: Introduction to a Workshop on Simultaneous Communication.

Pub Date-Apr 80
Note-19p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-31).
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autism, Case Studies, *Communication Skills, *Emotional Disturbances, Intervention, Preschool Education, Sign Language, Teaching Methods, *Total Communication

The paper describes a program of teaching simultaneous communication (total communication) to behaviorally disordered preschool children, and presents the cases of two autistic and two autisticlike children. Simultaneous communication involves tactile, visual, oral, and auditory modalities and combines spoken language with Signed English. Before sign language can be used in a child's treatment, some social interaction, eye contact, and compliance training are needed. To achieve this end, intrusive therapy is used in which a therapist does whatever will make her presence felt by the child. Sign is then paired with verbal speech in greeting, song, rhyme, instruction, and announcement of activity change. Intervention with the four children suggests that sign not only stimulates skill in communication, but often energizes expressive speech as well. (SBH)

ED 187 827 CE 016 818

Final Report of the Adult Competency Education Project. An Experimental Adult Basic Education Demonstration Project.

San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Note-126p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 819-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Basic Education, Adult Programs, Adult Vocational Education, Basic Skills, Career Counseling, Career Planning, *Communication Skills, *Competency Based Education, Demonstration Programs, Diagnostic Teaching, Employment Potential, Evaluation Criteria, Individualized Instruction, Job Analysis, Job Performance, *Job Skills, Material Development, *Mathematics, *Occupational Information, Reading Skills, Skill Development, Student Educational Objectives

Identifiers-Adult Competency Education Project, California (San Mateo County)

The Adult Competency Education (ACE) Project sought to define basic job-related skills and tasks for the development of instructional programs. The programs included a vocational counseling component to assist students in establishing skills needed to increase employability. In phase 1 the 100 entry-level jobs most frequently occurring in San Mateo County were determined. Information from 100 on-site employee interviews that defined required math and communication skills was used to develop sixty-eight job descriptions composed of twenty to forty competencies'' containing the mathematics or communication skill in a job-related task, performance criterion (instructional objective), and a job-related performance criterion (task). Phase 2 activities used this data in counseling and instruction. Counseling workshops provided opportunity for self-assessment and planning education and career goals. Prior to developing individualized instructional programs, students were assessed individually using task portions of competencies under instructor observation to determine skills to be learned. Phase 3 included project replication at four locations and preparation of a kit of job descriptions, how-to manuals describing methods used to develop them and counseling and instructional systems, and an annotated bibliography. (Appendixes include lists of jobs investigated and jobs for which descriptions were written and a sample ACE competency-based job description. Manuals and job descriptions are also available in ERIC see Note.) (YLB)

ED 187 880 CE 025 398

White, Buffy And Others

Goal Attainment Scaling Manual. RUL Jewish Vocational Service, Chicago, Ill.; Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Sep 76
Grant-DHEW-22-P-57776
Note-64p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement Gains, Achievement Rating, *Disabilities, *Evaluation, Improvement, *Objectives, Program Evaluation, *Rating Scales, *Rehabilitation, Rehabilitation Counseling, Scaling, *Success, Vocational Rehabilitation
Identifiers-Goal Attainment Scaling, Goal Setting, *Vocational Evaluation

This manual consists of three parts: (1) an introduction to Goal Attainment Scaling (GAS) as an evaluation tool in rehabilitation, (2) a workbook, and (3) a report of a pilot study of GAS. Chapter 1 discusses GAS as an evaluation procedure and defines it as a way of arranging and expressing time-based treatment or service goals so that results can be seen and measured. The workbook contained in chapter 2 describes the nine-step GAS process: overall objectives, identification of problem areas, choosing indicators, methodology, choosing expected'' level, filling in high and low levels, filling in intermediate levels, checking the scale, and client's current status. Following a discussion of scoring and a sample case, three case exercises and some multiple choice questions are provided. (Answers are appended.) Chapter 3, Technical Appendix, includes information gathered from the Research Utilization Laboratory's pilot study of GAS at two sites Community Work and Development Center, Hibbing, Minnesota, and Madison Opportunity Center, Madison, Wisconsin. Data from client satisfaction survey, a questionnaire on the usefulness of GAS in individual cases, and a questionnaire on its general usefulness shows that GAS was enthusiastically accepted. (YLB)

ED 187 898 CE 025 557

Vocational Education Self Evaluation Criteria for Alaska.

Alaska State Dept. of Education, Juneau.
Pub Date- 77
Note-45p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ancillary School Services, Curriculum Evaluation, *Evaluation Criteria, Guidelines, Needs Assessment, Personnel Evaluation, Program Administration, *Program Effectiveness, *Program Evaluation, Reports, *Self Evaluation (Groups), State Standards, *Vocational Education
Identifiers-*Alaska

This instrument is designed to establish a standard by which to determine the needs and effectiveness of vocational education programs in Alaska. Section 1, The Evaluation, identifies some preevaluation decisions, outlines the eight-step, self-evaluation process, provides guidelines for individuals participating in the evaluation process, and discusses how to rate the criteria contained in the evaluation instrument. Section 2 contains the instrument, which consists if sixteen criteria organized into four categories: personnel (instructional, guidance and counseling, and administrative staff), support services (advisory committees, financing, and in-school resources), management (evaluation, placement, planning systems, and public relations), and curriculum (articulation, cooperative education/work experience, delivery strategies, inservice, needs of special students, and student leadership development). The third section provides the format and instructions for developing from the evaluation information a cumulative report that includes program strengths, areas for improvement, and recommendations. A brief glossary is appended. (YLB)

ED 187 936 CE 025 637

Warmbrod, Catharine P.

Needs Sensing Workshop: Postsecondary Occupational Education Project, April 15-17, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 80

Note-27p.; Some pages will not reproduce well due to small and broken type.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ancillary School Services, *Educational Needs, Educational Planning, *Educational Responsibility, Energy, Institutional Administration, Institutional Cooperation, *Institutional Role, Long Range Planning, Program Development, Program Evaluation, *Research Needs, Staff Development, *Two Year Colleges, *Vocational Education

Findings are reported of a workshop held to identify the priority needs of postsecondary occupational education in the 1980s and to develop a list of research and development topics based on those needs. Changes and trends identified by the panel are listed under six societal force areas: demographics, technological advances, the economy, the work place, energy, and value shifts. Possible positive responses to these changes, taking into account perceived gaps between the state-of-the-art and the kinds of institutional responses needed are given in a four-page matrix. One axis depicts seven major areas of institutional response (personnel development, program development, support services, linkages, planning/assessment, delivery systems, and administrative services). On the other axis are three critical areas of need: energy, diverse populations, and technological advances. Research and development needs are then listed for the seven areas of institutional response. The eight criteria for selecting the advisory panel (workshop participants) to assure diversity of representation and the names and addresses of the ten leaders selected are given. (MEK)

ED 187 999 CE 025 782

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-41p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-*Postal Service, *Postal Workers, *Post Office, Project CHOICE

This teaching unit, The Post Office, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Public Service Occupations Career Cluster, these nine lessons give an overview of the operations and services provided by a post office and give tasks and responsibilities as well as career opportunities in the postal service. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 062 CG 014 459

Kent, Martha Whalen And Others

Competence Is for Everyone. Unit 1: Different People. Upper Level. (Student Text and Teachers' Edition).

Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-86p.; For related documents see CG 014 460 and CG 014 458.

Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education, Learning Modules, *Racial Bias, *Resource Materials, *Self Evaluation (Individuals), *Sex Stereotypes, *Social Bias, Teaching Guides

Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the upper grade-level, examines the appraisal process in American society through activities focused on: (1) identification of person and task appraisals; (2) self-appraisal; and (3) recognition of sexual and racial stereotypes. A teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 126

CS 005 483

Newman, Anabel P.

Twenty Lives: A Longitudinal Study of the Effects of 5 Variables on the Lives of 20 Students Who Were Low Readiness in First Grade (1964-1976).

Pub Date-Aug 78

Note-370p.; For related document see CS 005 482. Not available in paper copy due to poor reproducibility.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Behavioral Science Research, Educational Research, *Longitudinal Studies, *Outcomes of Education, *Performance Factors, Predictor Variables, *School Readiness, *Student Development

An analytical field study of 20 students whose first grade low readiness scores contrasted sharply with their ninth grade academic achievement sought to ascertain what variables were associated with such differences. Interview and standardized test data were used to determine the relationships between student development and five nonschool factors: experiential models, motivation, interests, perseverance, and influences/pressure. Data were examined in a four-cell design reflecting combinations of student first grade readiness and ninth grade achievement. It was found that low readiness first grade students who achieved at or above cohort means on ninth grade achievement tests were rated higher on the variables of model, motivation, interest, perseverance, and pressure than students who did not achieve at or above cohort means. Underachieving students were more likely to have had negative models, achievers were less likely to perceive pressure as a significant part of their experience, and low achievers tended to perceive negative pressure as part of their experience. Based on these data and the differences between the students' ninth and eleventh/twelfth grade achievement scores, there is the implication that educators should avoid stereotyping students at any level of school experience. (Appendixes contain information on the history of the study, the forms used in the study, and transcripts of the interviews conducted as part of the study.) (RL)

ED 188 147 CS 005 513

Schadler, Margaret Juola, James F.

An Information-Processing Approach to the Development of Reading for Comprehension. Final Report.

Kansas Univ., Lawrence. Dept. of Psychology.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NIE-R80-1
Pub Date-Dec 79
Grant-G-77-0010
Note-108p.; A number of pages may be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, Children, *Cognitive Processes, College Students, *Learning Processes, Memory, Primary Education, *Reading Comprehension, *Reading Processes, *Reading Research, Word Recognition

This paper is a summary of research on the perceptual and memory processes related to reading, their developmental progress in children, and the reading abilities in adults. Reported among the results of the various studies are the following: (1) developmental changes in reading after second grade primarily improve speed of coding, (2) reading appears to depend on visual analysis of units at least as large as single words once word decoding skills have been acquired and developed in practice, (3) children appear to develop automatic word recognition processes as they learn to read rather than later as they develop fluency, (4) college students can perform visual search tasks and read single words for some comprehension at presentation rates of up to 1,200 words per minute, and (5) similarities are present in the reading processes of college students and late primary grade children. (AEA)

ED 188 168 CS 205 539

Snee, Beth

Sexism and Ten Techniques to Combat It through Children's Books.

Pub Date- 79
Note-14p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Agents, *Change Strategies, Children, *Childrens Literature, Class Activities, Elementary Education, *Individual Development, *Individualism, Literature Appreciation, Reading Materials, *Sex Bias, *Sex Fairness, Sex Stereotypes, Social Values, Teaching Methods

A summary of studies on sexism in books leads to the conclusion that nonsexist books should be included in the elementary curriculum so that children can be exposed to a variety of lifestyles and career options. Various checklists and guidelines for evaluating the sex fairness of reading materials are available. Activities that can be used to promote uniqueness and individuality in children include coordinating speakers and activities with story readings, having children listen to stories and perform the activities in class (cooking, crocheting), conducting art appreciation activities, using puppetry to dramatize stories, having career fairs, creating sports displays, conducting cleanup activities after reading The Man Who Didn't Wash His Dishes,'' and making greater classroom use of biographies about women. Since the educational system is a major socialization factor for children, it should be supportive of each child's uniqueness. Such support means heightening children's awareness of their individual potential and power. (A bibliography and a list of references are attached.) (RL)

ED 188 236 CS 205 665

Coe, Richard M.

The Politics of Testing.

Pub Date-Mar 80
Note-27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Accountability, Educational Policy, Elementary Secondary Education, Higher Education, *Literacy, Literacy Education, School Role, Test Bias, *Test Construction, *Testing, *Testing Problems, Writing Instruction

Since literacy tests determine instruction, they should be designed to match well-defined instructional goals. They should be evaluated and implemented by those who teach literacy in consultation with other interested parties and should function to improve teaching as well as to evaluate students. Writing abilities should be measured directly or through those abilities that have been demonstrated to correlate with particular writing abilities. Types of literacy abilities to be tested should be defined and made explicit to students, graders, and instructors before testing and if possible before instruction. Colleges and universities must help students develop literacy abilities for work and for other social roles; and tests should reflect this obligation. The basic issue is not literacy versus illiteracy but what kind of literacy is being sought. Tests should reflect goals that are defined as people decide what types of literacy they want and need, rather than expressing the interests of employers in the existing job structure. (DF)

ED 188 259

CS 502 948

Angermeyer, Matthias C. And Others

Affective Interchange in Families with a Schizophrenic Son.

Pub Date-May 80

Note-32p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, Communication Problems, Comparative Analysis, Family Problems, Feedback, *Interaction Process Analysis, Interpersonal Relationship, *Language Patterns, *Language Styles, *Parent Child Relationship, *Schizophrenia, *Speech Habits

Identifiers-*Communication Research

Sixty half-hour family discussions generated by the revealed differences technique'' were analyzed to determine the emotional intensity and quality (friendliness/attacking) of messages between individuals in families with schizophrenic and normal'' sons. Thirty families in each situation (schizophrenic/normal) were matched for comparison. Both groups showed similarly frequent changes in emotional intensity over the course of their conversations; but normal'' families tended to increase the emotional intensity of their messages, while schizophrenic'' families tended to decrease their intensity. The schizophrenic sons had the most messages not addressed to particular persons. Mothers and fathers of schizophrenic sons expressed significantly more messages than their sons. Except for father-to-mother speeches, significant differences occurred across family types for the quality of messages. The schizophrenic sons received far more messages with negative affects than did the psychically healthy sons, especially from their mothers. Thirteen of the 30 schizophrenic sons had to be rehospitalized within two years of their first treatment; and analysis of the two schizophrenic subgroups that this situation created revealed that these subgroups differed in the ways their affect quality changed over the course of discussions. Paradoxically, the families with rehospitalized sons resembled normal families more strongly than families with nonrehospitalized sons. The schizophrenic subgroups also had different systematic dependencies for friendliness/attacking. (RL)

ED 188 104 CS 005 233

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1979 (Vol. 40 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-14p.; Several pages may be marginably legible.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, Diagnostic Teaching, Doctoral Dissertations, Low Income Groups, Miscue Analysis, Needs Assessment, Paperback Books, Parent Attitudes, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Interests, Reading Material Selection, *Reading Programs, *Reading Rate, *Reading Research, Recreational Reading, Secondary Education, Self Contained Classrooms, Teacher Qualifications, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: the effects of reading preference, diagnostic-prescriptive teaching, prior knowledge, training in visual imagery, and electromyograph biofeedback training on reading comprehension; personal interest reading programs; the open versus self-contained reading classroom; English teachers' familiarity with reading techniques; student reading interests and home reading environment; the paperback book pacing method to improve reading speed; teaching beginning reading skills to secondary students; the organization and effects of secondary developmental reading programs; and a reading and study needs assessment. (AEA)

ED 188 214 CS 205 640

Rimmer, Tony

VIEWDATA Interactive Television, with Particular Emphasis on the British Post Office's PRESTEL.

Pub Date-Aug 79

Note-57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Automation, Communication (Thought Transfer), *Communications, Comparative Analysis, Foreign Countries, Futures (of Society), *Information Networks, Information Science, Mass Media, Technology, *Television

Identifiers-Great Britain, *Viewdata

An overview of ``Viewdata,'' an interactive medium that connects the home or business television set with a central computer database through telephone lines, is presented in this paper. It notes how Viewdata differs from broadcast Teletext systems and reviews the technical aspects of the two media to clarify terminology used in the systems. The paper suggests, for example, that although Viewdata is marketed as an ``interactive'' medium, the degree of interaction so far available on the system is still limited. The development of Prestel, a Viewdata system used by the British Post Office, is discussed in detail, and its technical characteristics are described. Some of the problems encountered in introducing the system in Great Britain are considered and the relevance of those problems to efforts to market the system in the United States are discussed. The paper questions whether the need for the medium has yet been demonstrated beyond the speculations of futurists and calls for market research endeavors. It suggests that a delay in the adoption of any one particular system as standard in the United States would be advantageous in that it would allow competing, and possibly more attractive, systems to be developed further. (Author/FL)

ED 188 305 EA 012 754

Gensemer, Bruce L.

Gaining Equalization Leverage by Diverting Property Tax Revenues to the State Basic Aid Fund.

Pub Date-18 Mar 80

Note-150p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Computer Programs, Educational Finance, Elementary Secondary Education, Equal Education, *Equalization Aid, *Finance Reform, Foundation Programs, Property Taxes, Resource Allocation, *State Aid, State School District Relationship

Identifiers-*Ohio, *Ohio School Finance Simulation Program

Under Ohio's existing educational finance plan, the power of school districts to purchase the educational resources commensurate with each district's educational needs is far from equal. Consideration of four specific potential reforms, separately and in combination, indicates that greater equity can be obtained. If Ohio is to avoid substantial increases in the tax burden on voters, property tax diversion is the most plausible means of gaining equalization leverage in school finance. Property tax diversion would sharply reduce those inequities due to wealth disparities among districts, but it would tend to hurt central city districts. Introducing a poverty factor would bring substantial relief to high poverty districts. Introducing a cost factor would bring relief to districts that face high resource costs. A package of the four reforms would be extremely effective in enhancing equity in Ohio school finance, while also permitting a continued role for school district financial discretion. These reforms have been tested by use of a computer simulation. An appendix presents part of the user's manual for this simulation program, to provide the reader an opportunity to study the program's power and limitations. (Author/PGD)

Amato, Ted, Ed.

Elementary Principals: A Checklist to Succeed. ACSA Operations Notebook 23.

Association of California School Administrators.

Pub Date-Sep 78

Note-39p.; Prepared by the ACSA State Elementary Administration COmmittee.

Available from-Association of California School Administrators, 1575 Old Bayshore Hwy., Burlingame, CA 94010 ($2.50 for ACSA members; $4.75 for non-members)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Responsibility, Budgeting, Check Lists, Collective Bargaining, Elementary Education, *Organizational Climate, *Principals, *School Administration, *School Safety

This operations notebook is constructed so that it can serve as a practical guide and quick reference for elementary school principals. It has a checklist-type format, and the entire document can be inserted into a three-ring binder. The eight topics covered include preparation for the opening of school, contract management, handling emergencies, and management of the instructional program, the school budget, categorical aid programs, support services, and school climate. A list of publications is provided to assist elementary school principals in these areas. (Author/LD)

Cohen, Uriel And Others

Mainstreaming Handicapped Children: Beyond Barrier-Free Design.

Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.

Pub Date-79

Note-11p.; Reprinted from: Seidel, A., and Danford, S. (Eds.) Environmental Design: Research, Theory and Application.'' A paper presented at the Environmental Design Research Association (Washington, DC, 1979). Smail print may not reproduce clearly.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Building Design, *Design Requirements, *Disabilities, Educational Needs, Elementary Secondary Education, Environmental Influences, Literature Reviews, *Mainstreaming

The authors describe many current school design responses to mainstreaming as limited in scope, focusing mainly on barrier free environments. This approach, they suggest, is an incomplete one to a wide range of problems in mainstreaming. An analysis of the literature is seen to demonstrate that barrier free design is casually substituted for the broader concept of mainstreaming. The authors discuss physical solutions to provide environments which promote children's interaction, positive self image, confidence, and accessibility, while allowing for learning and development. (CL)

ED 187 844 CE 016 835

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part Q. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-101p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, *Clerical Workers, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, *Food Service Workers, Job Performance, Job Skills, *Mathematics, *Occupational Information, Reading Skills, Service Vehicles, Service Workers
Identifiers-Adult Competency Education Project, California (San Mateo County), Long Haul, *Meat Cutters, *Truck Drivers

This fourteenth of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Meat Cutter, Shipping Clerk, Long Haul Truck Driver, and Truck Driver Light. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 956 CE 025 739

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-37p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Careers, Educational Resources, *Employment Opportunities, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit, Careers Now, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students discover that they have many areas in which they can actually earn money now and that they may do so within the practical limitations of present law and their personal abilities. (This unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

ED 187 979 CE 025 762

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-12p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 024 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Conservation (Environment), Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Natural Resources, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This junior high teaching unit on careers in conservation of the environment and natural resources is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with careers in conservation and natural resources as an opportunity to control noise, water, and solid waste pollution, and to manage and conserve our energy, land, and natural resources. (For junior high units in other career clusters see CE 025 738-765.) (LRA)

ED 188 193 CS 205 619

Kraft, D. Chetley And Others

Sherlock Holmes' Smarter Great-Granddaughter. Teacher's Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date-79

Note-74p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biographies, Curriculum Guides, Drama, *Educational Television, Elementary Education, *Fiction, Folk Culture, Grade 6, *Literary Genres, *Literature Appreciation, *Nonfiction, Poetry, Science Fiction

This teacher's manual is designed to accompany the sixth grade level of the kindergarten through grade six sequenced literature curriculum developed through the Instructional Television Services Section of the Nebraska Department of Education. The purpose of the series at this level is to introduce the student to the wide variety in types of literature. The guide follows the telelessons (whose major character is a fictional descendant of Sherlock Holmes) and is divided into five units of 33 lessons. Each lesson plan includes a summary of the telelesson, suggested discussion questions and activities, and a bibliography for class reading assignments. Unit One deals with the differences between oral and written literature and discusses creation, heroes, magical tales, proverbs and parables, beast and literary fables, and tall tales. Unit Two contains lessons on oral and written poetry. Unit Three, deals with drama and focuses on pantomime and dance, theatre, and movies and television. Areas covered in Unit Four, which deals with written fiction, include modern fantasy, suspension of time, personified animals, science fiction, historical fiction, sociological fiction, psychological fiction, mystery, and action adventure fiction. The last unit, concerning written nonfiction, includes documentary adventure, romantic biography, historical biography, autobiography, reference, and how-to books. (MKM)

ED 188 282 EA 012 682

Sirois, Herman A.

Alterable Variables in Education. Position Paper.

Middletown Public Schools, Conn.

Pub Date-May 80

Note-15p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Educational Improvement, *Educational Research, *Educational Strategies, Literature Reviews, *Performance Factors, *Predictor Variables, Success

The purpose of this report is to identify variables related to student achievement and to review the literature relative to those variables. First discussed are the unalterable variables abilitiy, socioeconomic status, and learning styles which are related to student achievement but cannot be manipulated by educators. The rest of the report discusses alterable variables, or those which can be manipulated: time-on-task, formative and summative testing, mastery learning, cognitive entry characteristics, class size, motivation, and home-based reinforcement of school behavior. The paper concludes that the implementation of strategies designed to manipulate alterable variables or respond to unalterable variables should be supported by school policies, personnel, and budgets. (Author/LD)

ED 188 328 EA 012 783

Jackson, Gregory A.
Efficiency and Enrollment Modification in Higher Education. Project Report No. 80-A5.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-EXXON Education Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-OB-NIE-G-78-0212
Note-35p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Bound Students, *College Choice, *Decision Making, *Enrollment Influences, Higher Education, *Models, *Student Motivation

Increasing the proportion of prospective students who enter college has been a long-standing objective of colleges. This article summarizes findings concerning the effects and costs of various tactics that public agencies should employ to influence student enrollment decisions. First, the paper describes three phases in the student choice process and outlines relevant empirical results. Next, it assesses nine typical tactics for influencing enrollments, and it rates the tactics' efficiency. Implications for policy and research round out the article with the conclusion that using new tactics such as specialized academic help, financial aid, and information dissemination will be a wiser choice than relying more heavily on old ones. (Author/LD)

ED 188 398 EC 124 358

Wolf, Ione M. Buchan, S. Josh

A Study in Reality: Interdisciplinary Academic Summer Camp.

Pub Date-Apr 80
Note-13p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-54).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Education, *Day Camp Programs, Elementary Education, Foreign Countries, Interdisciplinary Approach, *Mild Disabilities, Program Descriptions, *Program Development, Recreational Programs, Special Education, Summer Programs, *Teacher Education
Identifiers-*Guam

The report describes the development and implementation of an international summer camp for mildly handicapped children and a training program for pre- and inservice elementary and special education personnel. The camp was begun in 1967 on Guam and served 200 children for a 7 week period. Participants chose five of the following 12 activities: language arts, music, drama and puppetry, nature crafts, sewing, industrial arts, cooking, P.E. and recreation, ceramics, social adjustment, and arts and crafts. In 1970 the academic emphasis was dropped and the camp focused on physical education and recreational experiences. The academic emphasis was reintroduced and a training program for teacher aides was implemented in 1977 with two courses and grew to include 178 school personnel during the smmer of 1979. The University of Guam offered a total of eight courses for credit in 1979 on both graduate and undergraduate levels. The Department of Education of Guam cosponsors the camp with the University of Guam. Current academic instruction includes such subjects as language arts, math, reading, and spelling. Sample checklists and student routing sheets are appended. (PHR)

ED 187 862 CE 025 091

Wilkinson, Donald R.

A Comparison Study of Secondary Distributive Education Students with Other Secondary Students or Economic Literacy.

East Tennessee State Univ., Johnson City.
Pub Date- 79
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Comparative Analysis, *Distributive Education, *Economics, Educational Assessment, Educational Research, *High School Seniors, Outcomes of Education, *Program Effectiveness, Secondary Education

The purpose of this study was to determine which group, cooperative distributive education senior students or other secondary senior students, has the greater understanding of general economic concepts. Data were gathered from 1978-79 senior students in eight public secondary schools located in upper east Tennessee. Samples drawn from these eight schools were divided into three groups of participants: (1) senior students enrolled in distributive education without other economic instruction, (2) senior students enrolled in distributive education with other economic instruction, and (3) senior students not in distributive education but enrolled in a course of economics prior to participating in the study. Based on a forty-six multiple choice question economic literacy test, no evidence was found that senior students enrolled in distributive education possess a lower degree of knowledge of general economic concepts than senior students not enrolled in distributive education who have taken a one-semester course in economics. In addition, it was concluded that senior students having had a one-semester course in economics but not enrolled in distributive education display the same knowledge of general economic concepts as senior students who enroll in distributive education and a one-semester course in economics. (LRA)

ED 187 899 CE 025 562

Laser Technician Associate Degree Program. A Proposal Submitted to Wisconsin State Board of Vocational, Technical, and Adult Education. (Curriculum Development.) Final Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-44p.; Some pages in this document may not reproduce well due to weak print.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Associate Degrees, *Course Descriptions, *Curriculum Development, *Electronics, Electronic Technicians, *Lasers, Postsecondary Education, *Program Development, Program Implementation, Program Proposals, *Technical Education

Identifiers-North Central Technical Institute WI

This final report contains the program proposal with supporting data for developing curriculum materials for and implementing an associate-degree laser technology program at the North Central Technical Institute. The proposal outline provides this information: (1) objectives for the program designed to prepare a technician to safely operate, maintain, repair, and evaluate laser systems used in various applications; (2) program rationale (need and population support); and (3) curricular materials. These include a proposed two-year (four-semester) curriculum, course descriptions, and information on instructional personnel, faculty, and equipment needs. A section on program implementation outlines the process for new program development. (YLB)

ED 187 919 CE 025 603

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 78

Note-36p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 605, CE 025 607, and CE 025 609.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Units of Study, *Voluntary Agencies, *Volunteers

Identifiers-*Peace Corps, Project CHOICE

This teaching unit, Introduction to the Peace Corps, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons on the Peace Corps give background information on the Peace Corps, considers the advantages and disadvantages of becoming a volunteer. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity.

Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 188 020 CE 025 887

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-36p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Physical Education, *Physical Fitness, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on body movement is part of the Health Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains eight lessons designed to make the student aware of body movement, and to implement with performance skills. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 041 CG 014 431

Finney, Phillip

Friendship: Its Effect on Actor and Observer Attributions.

Pub Date-12 Apr 80
Note-11p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (Oklahoma City, OK, April 10-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Attribution Theory, Egocentrism, Empathy, Failure, *Friendship, *Interaction, *Locus of Control, Observation, *Responsibility, *Stranger Reactions, Success
Identifiers-*Prisoners Dilemma Game

The effects of the actor-observer relationship (friendship or stranger) were tested to determine the attribution of responsibility for success or failure in a prisoner's dilemma game (PDG). Male subjects (N 80) participated, four subjects per experimental session. Two subjects competed in a non-zero sum, mixed-motive PDG while being observed by two other subjects. Each player was observed by only one observer, either a friend or a stranger. After 20 trials, each player and his observer assigned responsibility for the player's outcome. Observers who were friends to actors assigned more personal responsibility to the actor for success, and less personal responsibility for failure, than did observers who were strangers to actors. Actors who were observed by friends accepted more personal responsibility for success and failure than did actors who were observed by strangers. There are many implications for attribution theory and research. (Author/NRB)

ED 188 083 CG 014 480

Yoder, Jan D. Hollander, Edwin P.
An Analysis of Findings Comparing Women and Men as Leaders.
Pub Date-80
Note-8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors Behavior Patterns, Comparative Analysis, *Environmental Influences, *Evaluation Criteria, Leaders, Leadership Qualities, *Leadership Styles, Performance Factors, *Personality Traits, *Research Problems, Role Perception, *Sex Differences, State of the Art Reviews, Success

Psychological literature seemingly provides contradictory answers to the question of whether women and men are equally effective as leaders. There are generally two approaches used to answer this question: assign males and females the role of leader, keeping certain extraneous factors constant, and then compare leader or group effectiveness; or examine the leader's or group's reactions to actual male and female leaders. These approaches characterize the two sets of conflicting research results, i.e., research supporting gender differences in leadership behavior uses samples from the general population of women, while studies finding no gender-related differences uses samples from the population of actual female leaders. An alternative approach for examining leadership effectiveness in terms of gender differences is to assess how leadership role, leadership style, and situational characteristics influence leadership behavior. (Author/HLM)

ED 188 148 CS 005 514

Danks, Joseph H.

Text Comprehension Processes in Reading. Final Report No. 1. September 1, 1979-August 31, 1979.

Kent State Univ., Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-NIE-G-78-0223
Note-97p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Comparative Analysis, Elementary Education, Higher Education, *Oral Reading, *Reading Comprehension, *Reading Processes, *Reading Research, Reading Skills

Five studies compared how skilled readers arrived at an understanding of what they were reading with how children learning to read comprehended primers. Undergraduate, second, fourth, and sixth grade students read orally stories in which various aspects of the stories were distorted (pronounceable nonwords substituted for real words, semantically anomalous words inserted, sentences altered to produce factual inconsistencies). The oral readers' performances were analyzed for disruptions around the distortions. If there were several disruptions, then the reader must have been attempting to comprehend the distorted information. There were significant disruptions found with several different types of distortions. The pattern of the disruptions supported an interactive model of reading comprehension. Readers used many different sources of information to understand what they were reading. Comparing the children's results with those from skilled readers did not produce any differences in processing as a function of skill level. Children learning how to read were governed by the same reading comprehension processes when they read grade-appropriate stories. (Author/RL)

ED 188 169 CS 205 558

Goldberg, Marilyn K.

From Theory to Practice: Interpretive Inquiry.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980). May not reproduce clearly due to print quality.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discussion (Teaching Technique), English Instruction, Higher Education, Learning Processes, *Literature Appreciation, *Questioning Techniques, *Teaching Methods

Interpretive inquiry is a technique for open discussion in literature classes. The theoretical foundation for this technique is derived from cognitive psychology's finding that the success of a teaching-learning exchange depends on what the learner already knows about the subject and on the ability of the teacher to present the material for the learner to recognize and reprocess. In interpretive inquiry the students face one another, the teacher invites all comments with an attitude of acceptance, and the group is small and heterogenous. Questions should be stated as simply as possible and should be such that no right or wrong answers are expected but rather are those for which various interpretations can be supported with textual evidence; this develops higher-level knowledge including analysis, synthesis, and evaluation.

Most important of the questions is the lead off'' question, which should be prepared in advance along with a few follow-up questions; most later questions will arise spontaneously. (DF)

ED 188 237 CS 205 666

Everett, George

Newspaper Trains America's First Fling at High-Speed Transmission of the Printed Word.

Pub Date-Aug 80

Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Historical Materials (060) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems, *Journalism, *Media Research, *Newspapers, Popular Culture, *Rail Transportation, *United States History

The railroad and newspaper industries grew up simultaneously during the 1870s, 1880s, and 1890s, coming together in the common effort of delivering newspapers by rapid trains. The newspaper trade literature from that era contains romantic accounts of the exploits of these trains, while comparable railroad trade literature infrequently acknowledges that newspaper publishers did indeed require special (unscheduled) high-speed trains to deliver their papers. The trains, chartered cheaply because of the fierce rivalry among railroads, extended the reach of many papers, especially morning dailies; and they heightened intercity competition, particularly for the smaller dailies. It seems possible that newspaper trains delivering big city morning dailies led to the proliferation of evening papers in outlying towns and small cities. The extent of the close working relationship between newspapers and railroads raises questions about newspaper objectivity. The fast-train experience also accents modern questions about societal effects, because modern newspapers are in the midst of a new expansion this time electronic of their potential distribution area. (Author/RL)

ED 188 375 EC 124 218

Fredericks, H. D. Bud Moore, William G.

Data Based Classroom for Preschool Handicapped Children, Teaching Research Infant and Child Center.

Teaching Research Infant and Child Center, Monmouth, Oreg.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 77
Note-12p.; The project was also partially funded by the Mental Health Division, Oregon.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Demonstration Programs, *Disabilities, *Individualized Instruction, Preschool Education, Program Descriptions, Program Effectiveness, Research and Development Centers, *Severe Disabilities
Identifiers-*Teaching Research Infant and Child Center OR

The Teaching Research Infant and Child Center classrooms service moderately to profoundly handicapped preschool children by providing comprehensive individualized curriculums emphasizing self help, motor development, language, and cognitive skills. Each model classroom contains 12 children with a teacher and an aide, and utilizes volunteers and parents to assist in instruction. Individualized instruction, one to one teaching relationships, is used. Evaluation data demonstrates that the educational procedures employed within the Teaching Research model produce an accelerated effect on learning rates that cannot be attributed to change or maturation. Data also demonstrates that the Teaching Research procedures and methodologies are sufficiently defined to be transmitted to another professional who can in turn produce similar effects in a different educational site. A chart presents random samples of individual programs. (SBH)

ED 188 351 EA 012 826

The Management Team and You. Guideposts to Survival. ACSA Operations Notebook 26.

Association of California School Administrators.

Pub Date-Dec 79

Note-47p.; Prepared by the Rio Linda Union School District.

Available from-Association of California School Administrators, 1575 Old Bayshore Hwy., Burlingame, CA 94010 ($2.50 for ACSA members; $4.75 for non-members)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board Administrator Relationship, *Management Teams, *Models, *Organizational Communication, Questionnaires, School Districts

Identifiers-*Rio Linda Union School District CA

This paper outlines a model for a management team that can be used in a school district. The topics covered include the relationship between the management team and the school board, the selection of team members, and the team's primary functions. A description of a model currently in operation is included. (Author/LD)

ED 187 328 CE 016 819

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part A. Introduction to ACE Kit; Table of Contents; Flowchart of ACE Student Process; ACE Counseling Manual.

San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-102p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adult Basic Education, Adult Vocational Education, Basic Skills, Career Choice, *Career Counseling, Careers, Communication Skills, *Competency Based Education, Employment Interviews, Flow Charts, Group Counseling, Guides, Individual Counseling, Individualized Instruction, Job Application, *Job Skills, Mathematics, *Occupational Aspiration, *Occupational Information, Reading Skills, Student Evaluation, Vocational Interests, Vocational Maturity

Identifiers-Adult Competency Education Project

This first of three how-to manuals in the Adult Competency Education (ACE) Kit contains a brief introduction, flowchart of the ACE student process, and counseling manual. The manual describes a process integrating counseling and instruction and demonstrating ACE's premise that vocational counseling can provide students the stimulus for understanding their need for basic skills. Material is divided into two parts: the individual process and the group counseling process. The section on individual counseling discusses intake and developing a vocational goal. Length, content, and exercises are suggested and sample forms provided for such steps or sessions as determining employment readiness, assessing basic math and reading levels, measuring vocational interests, reviewing the selected ACE job description, and establishing an instructional and counseling workshop program. The section on group counseling outlines workshop formats, including purpose, rationale, necessary materials, and procedures for four processes: self-assessment, occupational exploration, planning of educational and career ladders for job goals, and preparing for a specific job interview. Specific exercise topics include skills identification, information gathering about jobs, preparing application form and resume, and job interview. A bibliography is provided. (Other manuals, the project final report, and job descriptions are also available in ERIC see Note.) (YLB)

ED 187 881 CE 025 405

McCray, Paul
Learning Assessment in Vocational Evaluation.
Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Apr 79

Grant-DHEW-12-P-55307/5
Note-23p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, Guidelines, Instructional Development, Job Placement, Job Training, *Learning, Performance Tests, *Testing, *Vocational Aptitude, *Vocational Rehabilitation, *Work Sample Tests
Identifiers-*Vocational Evaluation

The purpose of this document is to help vocational evaluators understand (1) how the concepts of learning and performance relate to vocational evaluation; (2) why learning assessment is important; and (3) how it may be incorporated into work sample testing. The text is divided into three parts. Part 1 defines the learning assessment process. Part 2 provides the rationale for learning assessment by discussing the following reasons: assuring performance testing readiness; providing instruction; improving client awareness; and providing benefits for job placement and training. Finally, part 3 presents the procedures for practicing learning assessment. These procedures include methods of separating learning and performance, of developing appropriate instructional techniques, and of adapting standardized work sample instructions. (BM)

ED 187 937 CE 025 638

Warmbrod, Catharine P. And Others
Business, Industry, and Labor Input in Vocational Education Personnel Development. Second Edition. Leadership Training Series No. 59.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date-80
Contract-OH-V-706N
Note-212p.; For related documents see ED 159 350 and ED 156 843.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960

Kenny Rd., Columbus, OH 43210 ($11.80)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Advisory Committees, Community Cooperation, *Cooperative Planning, Educational Resources, *Faculty Development, *Industry, Inservice Teacher Education, Internship Programs, *Labor, *Program Development, Program Evaluation, Resource Materials, *Staff Development, Teacher Workshops, *Vocational Education Teachers, Work Experience Programs

This handbook is designed to help staff development persons, departments, and agencies use various educational approaches to involve business, industry, and labor in the professional development of vocational educators. The content is in ten chapters, and each one includes one or all of the following: rationale, benefits; content (includes planning, implementing, and evaluating), selected references, and resource materials (a variety of forms, letters, suggested procedures, and other similar aids that would be useful to vocational educators). The titles of these chapters are (1) Staff Development Programs, (2) Workshops and Conferences, (3) Cooperative Internships, (4) Structured Occupational Experiences, (5) Personnel Exchange Programs, (6) Advisory Committees, (7) Resource Persons, (8) Site Visits, (9) Resource Development, and (10) Evaluating the Staff Development Program. (LRA)

ED 188 000 CE 025 783

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-55p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, *Newspapers, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE, *Small Businesses

This teaching unit, The Newspaper Carrier As a Small Businessperson, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Marketing and Distribution Occupations Career Cluster, these seven lessons give an overview of the small business enterprise conducted by a newscarrier, including the qualifications and educational skills necessary to perform the job. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 063 CG 014 460

Spellman, Kathy Kent, Martha Whalen

Competence Is for Everyone: The Rise of Rolag.

Vermont Univ., Burlington.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-20p.; For related document see CG 014 459.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Learning Activities, Learning Modules, *Racial Bias, Resource Materials, *Self Evaluation (Individuals), *Sex Stereotypes, *Social Bias, Videotape Recordings
Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This discussion guide and transcript of a videotape to be used with the upper level edition of the first module, Different People,'' focus on the identification of task and person appraisals by students. (Author/HLM)

ED 188 105 CS 005 312

Stander, Aaron C.

Influences of Prerequisite Knowledge on Inferencing in Literature.

Pub Date-Oct 79
Note-14p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (4th, Detroit, MI, October 18-20, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Discourse Analysis, English Instruction, *Literature Appreciation, *Reading Comprehension, *Reading Research, Secondary Education, United States Literature

Identifiers-*Schema Theory

New information about reading comprehension (specifically schema theory) was applied to the teaching of literature in a study involving 33 high school students enrolled in two American literature classes. In particular, the study examined the ways in which knowledge of background information about a work could influence students' comprehension of that work. Both the 18 subjects in the experimental group and the 15 subjects in the control group were given the same short story to read and background material about the author and the work. The difference between the two groups was that the background material given to the experimental group contained several sentences related to the theme of the story that were not given to the control group. After listening to the teacher read the background information and after reading the story, the subjects were asked to write an essay in which they explained what was happening to the main character in the story. The results showed that the students in the experimental group, who had the organizing structure provided in the background material, were able to organize the content of the story and develop a workable interpretation. In addition, students in the experimental group wrote about the theme of the story, while those in the control group wrote about the author's style or on other topics not related to the plot of the story. (FL)

ED 188 127 CS 005 484

Weaver, Constance
Psycholinguistics and Reading: From Process to Practice.
Pub Date-80
Note-350p.
Available from-Prentice-Hall, Inc., Publishers, Englewood Cliffs, NJ 07632 ($13.95 cloth)
Pub Type- Books (010) - Information Analyses (070)
Document Not Available from EDRS.

Descriptors-Educational Theories, Elementary Education, *Program Content, *Program Design, *Psycholinguistics, *Reading Instruction, Reading Processes, *Reading Programs, Reading Skills, *Teaching Methods

The basic thesis of this book is that reading is not a passive process by which people soak up words and information from pages, but an active process by which they predict, sample, and confirm or correct hypotheses about written text. Part One of the book examines the reading process and reading instruction, and it contains chapters that deal with the following topics: teacher and learner beliefs about reading, how reading instruction has been viewed commonly, how words are perceived, how context aids in word identification, why a word-identification view of reading is inappropriate, and how a psycholinguistic view of reading is relevant to reading instruction. Part Two of the book focuses on reading in the classroom, and contains chapters that discuss methods of assessing reader strengths and instructional needs, helping readers develop good reading strategies, and designing psycholinguistically based reading programs. A brief introduction to English grammar is appended. A bibliography of references and suggested readings is attached. (RL)

ED 188 215 CS 205 641

Garrison, Bruce

Robert Walsh's American Review'': America's First Quarterly Magazine.

Pub Date-Aug 80

Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-History, *Journalism, *Periodicals, Politics, *United States History

Identifiers-*Walsh (Robert)

The American Review of History and Politics and General Repository of Literature and State Papers'' (American Review'') was the first quarterly magazine published in the United States (1811-12). Its editor, Robert Walsh, was considered to be one of the leading men of letters of his era. Located in Philadelphia, the 26-year-old Walsh developed a publication to report regularly on the activities of governments in Europe, particularly in Great Britain. His quarterly was modeled after the popular British periodicals, such as the Annual Register of England,'' and the articles concerned matters such as the political struggle between France and Great Britain and also gave attention to President James Monroe and the United States Congress. The publication also contained much nonpolitical material. Walsh used book reviews, which took the form of lengthy essays; speeches; and essays on history, society, geography, and science. Walsh wrote most of the material himself, but did use contributors when they made manuscripts available. Walsh was forced to cease publication of his magazine after only eight issues because of unfavorable political conditions (his pro-English position was unpopular in 1812), lack of contributors, and few subscribers. (Author/FL)

ED 188 260 CS 502 949

Alter, Jason And Others

Data on the Oral Communication Practices of the Chinese.

Pub Date-Jun 80

Note-16p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific Japan (Kobe, Japan, June 14-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Anxiety, Behavioral Science Research, College Students, *Communication Problems, Comparative Analysis, *Cross Cultural Studies, Foreign Countries, *Interpersonal Competence, *Interpersonal Relationship, *Speech Communication

Identifiers-*China, *Communication Apprehension, Communication Research

The communication apprehension and interpersonal needs of college students in the People's Republic of China were examined and compared to similar data on college students in the United States, Korea, Japan, and Australia. The instruments used in the studies were the Personal Report of Communication Apprehension (PRCA) and the Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) scale, which measured expressed/wanted inclusion, control, and affection. The Chinese students appeared to be as anxious as the Americans and Australians about communicating orally, less so than the Japanese, and more so than the Koreans. Their interpersonal needs of inclusion and control tended to be weaker than those of the students in the other countries, although their expressed/wanted affection was stronger. It was proposed that the group-oriented society in the People's Republic probably provided satisfaction of the inclusion and control needs but not the affection need, since intimacy was not a quality of Chinese group life. The studies presented several methodological problems, including the difficulties of comparing peoples with different homogeneous backgrounds, and the varying sizes of the groups studied. Since all the studies used the same English language versions of the measures, there also was the possibility that the Chinese, Japanese and Korean respondents possessed an English fluency that set them apart from their less linguistically capable compatriots. (Author/RL)

ED 188 306 EA 012 755

Reitz, Donald J.

The Catholic Educator and the Law.

Pub Date-10 Apr 80
Note-22p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New Orleans, LA, April 7-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Catholic Schools, Elementary Secondary Education, Leadership Qualities, Leadership Responsibility, Legal Responsibility, Moral Values, Religious Factors, *School Law

European legal traditions are bound very closely to the religious, moral, and ethical traditions of Christianity. It is therefore disconcerting to find persons involved in Catholic education, whether as students, staff, or professional educators, turning to civil authority to find just resolution of their school-related problems. It is especially disconcerting that appeals should need to be made to civil authority in an age that considers Catholic education as a ministry. Consideration of such areas of potential legal problems as teacher contracts, professional evaluations, classroom management, and student rights from the standpoint of a practically applied Christian charity can suggest positive steps to be taken that can prevent problems before they begin or can provide for easier, internal resolution of them if they arise. (Author/PGD)

ED 188 329 EA 012 784

March, James G.

Footnotes to Organizational Change. Project Report No. 80-A6.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date-Apr 80

Note-60p.; Paper presented at the Annual Meeting of the National Center for Higher Education Management Systems (Denver, CO, January 1980).

Not available in paper copy due to marginal legibility of original document.

Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adjustment (to Environment), Innovation, Organization, *Organizational Change, *Organizational Theories

Recent studies of innovation and change in organizations have included case studies of change (and the problems associated with it), cross-sectional and longitudinal analyses of secondary data, and efforts toward developing an empirically based theory of organizational change. The present paper is in that tradition, but it is substantially more modest. It examines five footnotes to change in organizations: (1) Organizations are continually changing, routinely, easily, and responsively; but change within them cannot ordinarily be controlled arbitrarily. (2) Changes in organizations depend on a few stable processes. (3) Theories of change in organizations are primarily different ways of looking at theories of action in organizations, not distinct theories. (4) Although organizational response to environmental events is broadly adaptive and mostly routine, it occurs in a confusing world. (5) Adaptation to a changing environment involves an interplay of rationality and foolishness. The argument in these interpretations is that simple processes of adaptation produce a rich mosaic of behavior and are sometimes surprisingly sensitive to the details of the context in which they occur; but the processes themselves can be seen as quite stable and, possibly, comprehensible. (Author/IRT)

ED 187 980

CE 025 763

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-21p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Recreation, Recreationists, Teaching Guides, Units of Study
Identifiers-*Hospitality Occupations, Project CHOICE

This junior high teaching unit on hospitality and recreation careers is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the importance of hospitality and recreation careers in their daily lives. (For junior high units in other career clusters see CE 025 738-765.) (LRA)

ED 188 042 CG 014 436

Vinson, Michael L.

The Effect of Anxiety Management Training on College Students' General, Overt, and Covert Anxiety.

Pub Date-80

Note-14p.; Best copy available. Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment), *Anxiety, Behavior Change, *Behavior Modification, *College Students, Coping, *Counseling Effectiveness, *Counselor Client Relationship, Group Counseling, Higher Education, *Relaxation Training, Responses, Self Control, Stress Variables

The effect on anxiety of a behaviorally-oriented treatment, Anxiety Management Training (AMT), was investigated with a sample of college students (N 23). The treatment was based upon the techniques originally used by Richardson, Suinn, and Meichenbaum, and consisted of three principal elements: relaxation training, cognitive-restructuring, and imaginal rehearsal. General anxiety levels were characterized by tension, vulnerability to stress, and free-floating apprehension. In addition to the general anxiety levels, changes in two identifiable types of anxiety were assessed: overt as related to specific environmental events, and covert as related to personality traits not always recognized. Subjects were randomly assigned to either of two treatment groups or to a waiting-list control group. A pre- and post-test experimental design was utilized, and anxiety was assessed by a standardized questionnaire. Independent variables included the treatment and the therapists; dependent variables were general anxiety level, overt anxiety, and covert anxiety. Findings suggested that the treatment was successful in lowering the mean general anxiety scores of the two treatment groups. As predicted, the treatment groups' overt anxiety scores declined to a greater extent than their covert anxiety scores. (Author)

ED 188 084 CG 014 481

Kreutzer, Jeffrey S. And Others

An Assessment of Expectancies for Sexual and Aggressive Behaviors of Male and Female Drinkers.

Pub Date-2 May 80

Note-10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980). For related document see ED 177 456.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, *Behavior Patterns, *Drinking, *Expectation, Multiple Regression Analysis, Personality Traits, *Sex Differences, Sex Stereotypes, *Sexuality

Experimental studies indicate that the primary determinant of changes in sexual and aggressive behavior following alcohol consumption is expectancy. Multiple regression analyses were performed on the responses of 100 college students to an alcohol-expectancy questionnaire to determine how expectations for sexual and aggressive behavior following alcohol consumption were related to subject sex, target person sex, and drinking history. Results indicated that all major variables were related to expectations. Increases in sexual desire and aggressive behaviors were expected by all subjects. A decline in sexual performance was expected for men, whereas an enhancement of sexual performance was expected for women who become intoxicated. Consistent with sex role stereotypes, men were expected to behave more aggressively than women. The findings imply that inconsistencies reported in the literature may reflect differences in sample characteristics, such as subject sex or drinking history, and that it is necessary to control for these attributes when discriminating between psychological and physiological effects of alcohol on behavior. (Author)

ED 188 283 EA 012 684

The Management Team: A Recommended Approach for Operating Ohio's Public Schools.

Buckeye Association of School Administrators, Worthington, Ohio.

Pub Date-78
Note-20p.; Not available in paper copy due to small print of original document.
Available from-Buckeye Association of School Administrators, 750 Brooksedge Blvd., Westerville, OH 43081 (2.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Management Teams, *Models, School Districts, Self Evaluation (Groups)
Identifiers-Ohio

The purpose of this paper is to propose the management team as a means for operating Ohio's public schools. Included in the paper are a statement of the problem, underlying propositions, some general principles, recommendations for action, necessary commitments, and expected benefits. A self-evaluation scale, designed to help a school district determine the extent to which its present management operation approximates the management team model, is included as an appendix. (Author)

ED 188 399 EC 124 359

Juul, Kristen D.

Directions for The Council for Exceptional Children in International Special Education.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-76).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Foreign Countries, *Global Approach, International Relations, *Organizations (Groups), *Professional Associations, Special Education

Identifiers-*Council for Exceptional Children

The author discusses the need for The Council for Exceptional Children (CEC) to expand its concern to international special education. Six goals are listed for CEC's involvement (sample objectives in parentheses): establishment of a worldwide organization dedicated to the education of handicapped children and youth (identifying interested universities, schools, facilities, and individuals); dissemination of information about special education (expanding the international coverage of the Educational Resources Information Center); establishment of an international network of professional development programs (promoting international exchange of teachers and professors); encouragement of international research in special education; and establishment of an agenda for regular world and regional conferences in conjunction with other national and international organizations (expanding the CEC world congress idea). (CL)

ED 187 845 CE 016 836

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part R. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-87p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-835.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, Bus Transportation, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, *Equipment Utilization, Evaluation Criteria, Job Performance, Job Skills, *Laborers, *Mathematics, *Metal Industry, *Occupational Information, Reading Skills, Service Workers
Identifiers-Adult Competency Education Project, *Bus Drivers, California (San Mateo County), *Fork Lift Truck Operators, Loaders

This fifteenth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Bus Driver, General Loader, Forklift Operator, and Material Handler. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 863 CE 025 099

Project EFFECT. Energy for the Future: Education, Conservation, Training.
Indiana Univ., South Bend. Center for Energy Conservation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-13p.; For related documents see CE 025 099-103 and CE 025 105.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Vocational Education, Community Education, Conservation Education, *Core Curriculum, *Curriculum Development, Curriculum Evaluation, Energy, *Energy Conservation, *Extension Agents, Extension Education, *Instructional Materials, *Job Development, Job Skills, Paraprofessional Personnel, Postsecondary Education, Power Technology, Recruitment, Underemployment, Unemployment, Use Studies
Identifiers-Comprehensive Employment and Training Act, Emerging Occupations, Energy Audits, Energy Extension Agents, Insulation

Project EFFECT (Energy for the Future: Education, Conservation, Training) was a three-year experimental program in curriculum development focusing on energy conservation, technology, and training. It had three objectives: (1) create a comprehensive training program for adults without previous technical training, applicable to community energy conservation needs; (2) define the new occupational role of and provide training to the Energy Extension Agent; and (3) heighten community awareness of energy conservation. Advisory committees participated directly in curriculum development and in identifying and developing the employment market. Instructors from a wide variety of fields developed nineteen modules in four basic areas of classroom-based instruction: general background, technical training, energy audits preparation, and community education (see Note). A procedural guidebook for conducting energy use surveys was prepared. With the help of three CETA (Comprehensive Employment and Training Act) agencies, twenty-four trainees were recruited for a pilot training course including six months of classroom-based instruction and a two-month practicum. Ten of sixteen course-completers were employed in positions directly related to their training in energy technology. (Exhibits include a list of competencies of the energy extension agent and a core curriculum outline.) (YLB)

ED 187 900 CE 025 563

Charles, John F.

Development of a Solar Related Vocational Training Curriculum. Final Report.

Opportunities Industrialization Center, Inc., Seattle, Wash.

Spons Agency-Washington State Commission for Vocational Education, Olympia.

Pub Date- 78

Note-94p.; Sections of light and broken type in this document will not reproduce well.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, Carpenters, Course Descriptions, *Curriculum Development, *Electricians, Employment Projections, Employment Qualifications, Entry Workers, Equipment Maintenance, Job Skills, Labor Market, *Plumbing, Postsecondary Education, Power Technology, Sheet Metal Work, Skill Analysis, *Solar Radiation, *Trade and Industrial Education, *Woodworking

Identifiers-Emerging Occupations, Open Entry Open Exit Programs, Washington

A project developed a solar-related vocational training curriculum for use in the general technical trades training curriculum. Forty-seven firms comprising Washington State's "solar industry" were surveyed to identify existing and emerging solar-related occupations and prerequisites for entry. Results indicated that solar technologies most likely to achieve the greatest market penetration were domestic hot water systems, swimming pool heaters, and passive/passive hybrid systems. Job requirements of entry level solar workers were a combination of skills from carpentry, sheet metal, plumbing, and pipefitting. A formal task analysis for four solar-related occupations (carpentry, sheet metal, electrician, and plumbing/pipefitting) as they pertain to four generic solar technologies focused on tasks involved in installation and maintenance of solar systems. A "Solar Mechanics Vocational Training Curriculum,'' consisting of course goals, course descriptions, prime and performance objectives, and a course outline, was prepared. Individuals entering the open entry, open exit program are assumed to possess entry-level skills in carpentry, plumbing and pipefitting, or electrical maintenance. (Appendixes, amounting to over one-half of the report, include a report describing solar technologies appropriate to the Puget Sound Region, solar occupations survey and results, literature review, tasks analysis, preliminary curriuclum, and manpower projection.) (YLB)

ED 187 920 CE 025 605

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-29p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, *Military Personnel, Military Service, Military Training, Occupational Clusters, Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to the Military, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These seven lessons about the military give basic information about branches of military service, job opportunities, and the contributions military people make to the civilian population. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 957 CE 025 740

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-18p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Newspapers, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on the newspaper as career world is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the skills required by the many people who produce a daily newspaper. (The unit is one of six on careers in communications and media. For those and junior high units on other career clusters see CE 025 738-765.) (LRA)

ED 188 021 CE 025 888

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-50p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Rail Transportation, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on the railroad is part of the Transportation Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains seven lessons designed to expose students to some of the terminology and background related to workers on trains and at railroad yards. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 170 CS 205 569

Battle, Mary Vroman

Error Reduction by Freshman Writers and Its Relationship to Grouping.

Pub Date-Mar 80

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Grouping, College Freshmen, *Educational Research, *Error Analysis (Language), Higher Education, Nontraditional Students, Performance Factors, Predictor Variables, *Writing (Composition), *Writing Instruction, *Writing Skills

A study was conducted to determine what conditions connected with college students' entering status were associated with significantly increased error reduction during the first semester of freshman composition and what factors connected with preparation made it possible to classify students who proved to be successful or unsuccessful in that semester of the standard course in composition. Three sections of freshman composition that contained students just above, just at, or just below passing were selected for the study. Student placement in the course sections was determined by ACT-English scores and by the number of errors in their initial writing samples. The only variation in the instruction of the three sections was that more class time was given to the particular problems observed in the writing of the majority of students in each section. Errors in the initial and final compositions of the students were analyzed. The results showed that students studying in sections that gave time to their particular problems significantly reduced their errors. Several factors studied distinguished between students who passed and those who failed. A combination of initial errors, ACT score, age, and full time/part time status correctly classified 97.5% of the students. (FL)

ED 188 194 CS 205 620

Blades, Stephen
Poetry and Linguistic Awareness.
Pub Date-May 80
Note-36p.; Study prepared at Evergreen Valley College.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Students, *Expressive Language, Higher Education, Language Proficiency, *Language Research, *Language Skills, Linguistic Competence, Metaphors, *Poetry, Self Expression, Two Year College Students, *Vocabulary Development

As part of an investigation of ways to increase the linguistic awareness and communication skills of community college students from a variety of linguistic and cultural backgrounds, a study was conducted to determine if poetry study would enhance the word comprehension sensitivity of bilingual and bidialectal students. The 38 students involved in the study were enrolled in either a poetry class (experimental group) or a social studies class (control group). All students were administered the McGraw-Hill Basic Skills Vocabulary Test as both a pretest and a posttest. Both classes showed significant improvement in word comprehension sensitivity, a result possibly attributable to vocabulary work in each class. However, the findings suggest that students in the poetry class experienced a significant growth in word comprehension sensitivity and in interpersonal affective language usage due to their exposure to metaphoric language that was free of the cultural-specific limitations of surface language matrixes. (Appendixes contain tables of data from the study and information concerning the linguistic functions of the brain and the dimension of depth in language.) (FL)

ED 188 238 CS 205 670

Montgomery, Paula K., Comp.
Narrative Folklore: The Fable, Folk Tale, Legend, and Myth.
Montgomery County Public Schools, Rockville, Md.
Pub Date-28 Feb 80
Note-237p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Annotated Bibliographies, *Audiovisual Aids, Cultural Education, Elementary Education, *Fables, *Folk Culture, Instructional Materials, *Language Arts, Legends, Mythology, *Reading Materials

This bibliography has been developed to identify narrative folklore print and nonprint materials for use in elementary school language arts classrooms. Special attention has been given to identifying ethnic materials and materials of regional origins, permitting students a greater backgound of reading and listening experiences. Sections of the bibliography list materials on fables, folk tales, legends and epics, American tall tales,'' and myths. The listed materials include books, charts and pictures, films, filmstrips, flannel board figures, kits, records, and tapes. (RL)

ED 188 239 CS 205 671

Pavlik, John V. And Others
Towards Effective Employee Communications: A Uses and Gratifications Approach to Employee Newsletter Readership.
Pub Date-Aug 80
Note-42p.; Paper presented at the Annual Meeting of the Association of Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, *Communication Research, Employee Attitudes, Employment Level, *Information Seeking, *Information Sources, *Newsletters, Occupational Aspiration, *Organizational Communication, Predictor Variables, *Reading Habits, *Reading Interests

A survey of 320 employees of Honeywell, Inc., was conducted to collect data on interactions between employees' levels of integration into the organizational hierarchy, amount and type of employee newsletter reading, and purposes for reading newsletters (keeping track of friends, finding out what was going on in the company, improving one's advancement possibilities, monitoring changes in management personnel). Of the 320 employees polled, 95 supplied usable data. There was only limited support for the hypotheses tested, with weak evidence supporting the idea that employees who were highly integrated into the organization tended to have higher overall readership of the newsletter than employees less highly integrated into the organizational system. Similarly, there was only partial support for the hypothesis that a higher level of functional integration into the organization correlated with higher readership. The least amount of support existed for the hypothesis that higher integration in the sociability network correlated with higher readership of newsletter content dealing with the sociability network. The data did offer some support for the theoretical model used; there were numerous, fairly strong relationships between purposes, readership, and level of career aspiration. It was proposed that the psychological aspects of integration within the organization were useful in predicting employee purposes for reading company newsletters. (RL)

ED 188 352 EA 012 830

Hunter, Lisa, Ed. Marzone, Jean, Ed.
Funding for Women's Educational Equity.
Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-300-77-0535
Note-72p.; Papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979).
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Contracts, Educational Policy, *Educational Research, *Equal Education, Federal Aid, *Females, *Financial Support, *Fund Raising, Philanthropic Foundations, Postsecondary Education, Program Descriptions, Program Proposals, Sciences, *Sex Fairness
Identifiers-Department of Labor, Ford Foundation, Fund for Improvement of Postsecondary Education, National Institute of Education, National Science Foundation, Womens Educational Equity Act

This publication grew out of a symposium ''Funding for Women with a Special Emphasis on Sources for Women's Educational Equity'' held in San Francisco, California, in 1979. It consists of 10 papers by 10 women who discuss funding for educational research and development projects concerned with sex equity. The papers encourage women to seek funds for their own projects. Four of the papers provide an overview of grant writing and fund raising. The other six papers describe the policies and priorities for funding women's projects for the Women's Bureau of the Department of Labor, the Fund for the Improvement of Postsecondary Education, the National Institute of Education, the National Science Foundation, the Women's Educational Equity Act Program, and the Ford Foundation. (Author/LD)

ED 188 376 EC 124 219

Shigaki, Irene S. Wolf, Willavene
Formal Syllogistic Reasoning of Young Gifted Children.

Pub Date-Apr 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Age Differences, *Cognitive Processes, Elementary Education, Exceptional Child Research, *Gifted, *Logic, Logical Thinking, Problem Solving

The ordering of difficulty of logic principles and the age of acquisition for each were examined with 160 gifted children (20 each from ages 4 to 11). Five principles of class logic were explored: three orders of enthymemes, i.e., missing conclusion, missing minor premise, and missing major premise; and two additional third order enthymemes, i.e., missing negative conclusion and missing conclusion to a class chain. A hierarchy of difficulty was found with missing conclusions being the easiest, negative conclusions second easiest, minor premises and conclusions to class chains both being third easiest, with the major premise the most difficult. Developmental data indicate that nearly half the responses were correct for missing conclusions as early as age four, while mastery of the major premise was still limited even by age 11. (Author/CL)

ED 188 064 CG 014 461

Kent, Martha Whalen Blanch, Andrea K.

Competence Is for Everyone. Unit 2: In the Minority. Intermediate Level. (Student Text and Teachers' Edition).

Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-92p.; For related documents see CG 014 462-63.

Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education, *Individual Needs, Learning Modules, *Minority Groups, *Racial Bias, *Resource Materials, Social Bias, *Social Change, Teaching Guides

Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the intermediate grade-level, examines appraisal as expressed in minority status through activities focused on: (1) identifying basic human needs; (2) building an awareness of minority group history and status in employment and education; and (3) recognizing individuals and groups responsible for legal and social changes. A teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 128 CS 005 485

Martin, Jeanne

Differences in Teacher-Student Interactions Within Reading Groups.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-R&D-4092

Pub Date- 79

Contract-OB-NIE-G-80-0116

Note-28p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Communication, Elementary Education, Grade 1, Observation, *Reading Achievement, *Reading Research, Student Characteristics, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

Data on 17 first grade teachers and 305 students in 45 reading groups were used to examine the relationships between teacher behaviors, their classification of their students, and student reading achievement. The teachers were asked to rank their students on six characteristics: confidence, obedience, extroversion, good seatwork habits, teacher liking, and teacher concern for the student. These teacher ratings were compared to teacher behaviors during one school year. Additional analyses were used to determine the relationship between teacher ratings and student reading achievement, using reading test scores at the beginning and end of the school year. Students with the characteristics of obedience, good seatwork habits, and teacher liking answered more questions correctly and called out answers less often than disobedient students with poor seatwork habits. Teachers provided more response opportunities, criticism, and terminating feedback to disobedient students with poor seatwork habits, and fewer response opportunities, less criticism and less terminating feedback to obedient students with good seatwork habits. Five of the teacher ratings of students were consistently related to student achievement. Teacher concern was negatively related to achievement, while obedience, good seatwork habits, teacher liking, and confidence were positively related to student achievement. Student extroversion was not related to achievement. (RL)

ED 188 149 CS 005 515

Lapp, Diane, Ed.

Making Reading Possible through Effective Classroom Management.

International Reading Association, Newark, Del.

Report No.-ISBN-0-87207-729-2

Pub Date-80

Note-248p.

Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 729, $6.00 member, $9.00 non-member)

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Classroom Techniques, *Discipline, Elementary Secondary Education, Individualized Instruction, Program Development, Program Evaluation, Program Improvement, Reading Improvement, *Reading Instruction, *Reading Programs, *Teacher Role, Teaching Guides, Teaching Methods

Intended as a theoretical and practical step-by-step guide to the implementation of organized reading programs, the ten chapters in this book address issues that have hindered managed program implementation and suggest ways that classroom teachers can help students extend their basic skills through diagnostically planned learning tasks. The chapters provide information on the following topics: the underlying constructs of classroom organization; six factors that are important in establishing and maintaining an effectively organized classroom; characteristics of effectively organized elementary school and secondary school reading programs; a design for planning a managed, individualized classroom; initial assessment for individualization; continuous assessment of instructional needs in reading; record keeping for effective reading instruction; how to eliminate stumbling blocks to organizational change; and how to assess the components of a managed curriculum. (FL)

ED 188 284 EA 012 712

Doherty, Robert E., Ed.

Public Access: Citizens and Collective Bargaining in the Public Schools.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date 79

Note-100p.; Papers from the symposium Citizen Participation in the Collective Bargaining Process in Public Education (Ithaca, NY, October 2-3, 1978).

Available from-Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853 ($7.95; quantity discounts)

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-*Citizen Participation, *Collective Bargaining, *Community Involvement, *Parent Participation, *Parent Role, *Parent School Relationship, Public Schools

Identifiers-*California, *New York (Rochester)

This book is a collection of eight speeches given at a 1978 symposium dealing with citizen participation in the collective bargaining process in public schools. The theme of the papers is public access to and influence on the bargaining process. Five of the eight speeches are followed by a discussion by symposium participants. Some of the topics covered include the public access movement in California, the parent-teacher relationship in collective bargaining, and citizen involvement in teacher negotiations. (Author/LD)

ED 188 307 EA 012 756

Phelps, James L. And Others
Model of School Finance. School Finance Project Working Paper Michigan State Dept. of Education, Lansing.
Pub Date-17 Oct 79
Note-21p.; For related documents, see EA 012 757-758.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Finance, *Income, Job Performance, *Mathematical Models, Professional Personnel, *Resource Allocation, School Districts
Identifiers-*Michigan, *Staff Adequacy

This paper, one of three related documents, explains a model for school finance in Michigan. First, it analyzes where school districts get their money and how they spend it. Next, it details a financial model that identifies the factors related to staff adequacy levels, estimates the strength of those factors, offers ideas for the components of a policy regarding school funding, and estimates the impact of a possible policy alternative. The paper concludes that the model can be improved in three areas. Salary data can be refined and brought up to date. More factors contributing to staff adequacy levels can be identified. Finally, the model can be observed over time to see if it consistently predicts school district behavior. (Author/LD)

Pennsylvania's Model Individualized Written Program Plan for Vocational Rehabilitation Facilities. Materials Development Center Reprint No. 15.

Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.; Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-78
Grant-12-P-55307/5
Note-106p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.00)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agency Cooperation, *Behavioral Objectives, Coordination, *Disabilities, Family Involvement, *Individualized Programs, Interviews, Models, *Needs Assessment, Parent Participation, Participation, *Program Implementation, Self Evaluation (Groups), Vocational Education, *Vocational Rehabilitation
Identifiers-Pennsylvania

This document contains the Pennsylvania Model Individualized Written Program Plan (IWPP) for vocational rehabilitation facilities and accompanying resource manual. The first part provides the IWPP form, which consists of a cover sheet, goal sheet, and performance notes; instructions for completing it; and an example of a completed form. An explanation of the IWPP review is also given. A glossary and list of suggested sources are appended. The second part, the manual, provides materials to assist staff of vocational rehabilitation facilities in implementing the IWPP. A section on developing and monitoring suggests a process for developing IWPPs, gives suggestions for prioritizing program goals and for writing progress notes, provides a suggested client interview guide for developing a strength/need list, makes suggestions for streamlining paperwork, and discusses writing clear, behavioral goals and objectives. Steps involved in self-surveys a recommended process for monitoring IWPPs and preparing for licensing are discussed. Sample forms are provided. Other sections discuss (1) strategies for involving the client as well as parents and relatives, (2) maximizing staff cooperation and special implementation problems, (3) coordination with the client's referral/sponsoring agency, and (4) general approaches and sample strategies for dealing with problem behaviors. (YLB)

ED 187 938 CE 025 639

Kanter, Harvey, Ed. Tyack, David, Ed.

Work, Youth and Schooling: Historical Perspectives on Vocational Education.

Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0042
Note-523p.; Not available in paper copy due to broken type.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, *Educational History, Educational Legislation, Educational Research, *Educational Strategies, *Education Work Relationship, Employment Patterns, Females, *Research Needs, Secondary Education, *Vocational Education, Youth Employment

This book is the product of a conference on the historiography of education and work that was held at Boys Town Center, Stanford University, on August 17-18, 1979. The central purpose of the conference and this report was to evaluate existing research and to develop and assess new interpretations of the historical development of linkages between education and work. Included in this report are the following seven papers, which were presented, critiqued, and discussed during the conference: Enduring Resiliency: Enacting and Implementing Federal Vocational Education Legislation''; The Adolescence of Vocational Education''; Education and the Labor Market: Recycling the Youth Problem''; Making It in America: Work, Education, and Social Structure''; Marry, Stitch, Die, or Do Worse: Educating Women for Work in the American Republic''; The Historical Development of Black Vocational Education''; and Observations on Selected Trends in American Working-Class Historiography.'' An introduction summarizing vocationalism in American education is also included. These papers focus primarily on the social, economic, and political context of vocationalism in American secondary education rather than on the details of particular programs and on the broader strategies of linking school to work rather than on tactics. Certain questions are presented in the preface which emerged from the conference as a common agenda for research. (Author/BM)

ED 187 958 CE 025 741

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-15p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletics, *Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on professional sports is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities that enable students to look at the requirements for entering an athletic career, at the opportunities for employment in professional sports, and at the career expectations of professional athletes. (For junior high units on other careers see CE 025 738-765.) (LRA)

ED 187 981 CE 025 764

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-28p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, *Health Occupations, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on health careers is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale for the unit, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with opportunities in the health field. (For junior high units in other career areas see CE 025 738-765.) (LRA)

ED 188 001 CE 025 784

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-40p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, *Life Style, Occupational Clusters, *Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to Occupations and Life Styles, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Consumer and Family Studies Occupations Career Cluster, these nine lessons focus on individual abilities, basic needs, likes and dislikes and job selection. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 106 CS 005 388

Report on the Special Studies of Selected ECE Schools with Increasing and Decreasing Reading Scores; A Report to the Joint Legislative Budget Committee and the Fiscal and Policy Committees of the Legislature as Required by Item 283 of the Supplemental Language to the 1977-78 Budget Act.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Pub Date-80
Note-78p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50)
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, Classroom Environment, Early Childhood Education, Elementary Education, Primary Education, *Reading Achievement, *Reading Failure, *Reading Improvement, *Reading Research

This report describes the efforts of the California State Department of Education in response to a 1975-76 evaluation report which indicated that in some schools, third grade reading scores were declining specifically in schools whose entering students averaged below the twentieth percentile on the 1973-74 Entry Level Test (ELT) after three years in early childhood education. Two research questions are discussed: What are the characteristics of the schools with students with ELT scores below the twentieth percentile?'' and What circumstances are associated with the decline or improvement in third grade student reading achievement?'' The first chapter presents the background information that inspired the studies reported; the second chapter reports on the procedures, sample, and findings from a special case study conducted by the Department of Education; and the third chapter presents the procedures, sample, and findings from a study of classroom instructional processes conducted by Stanford Research International. (HOD)

ED 188 216 CS 205 642

Lynn, Jerry R.

Newspaper Advertising Impact in Non-Metropolitan Markets.

Pub Date-Aug 80
Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, *Media Research, Media Selection, *Newspapers, Rural Population, Television, Use Studies

A telephone survey of 1,487 adults in 91 nonmetropolitan areas of Tennessee was conducted to determine the nonmetropolitan newspaper audience, the exposure and effectiveness of nonmetro newspaper advertising, and the complementary relationship of advertising media, particularly newspapers and television, in nonmetropolitan markets. The results showed that the newspaper was an important communications medium to nonmetro audiences. The nonmetro newspaper market was shown to be extensive and of high socioeconomic quality. Advertising exposure was high, and advertising content was widely read and persuasively effective. In addition, nonmetro readers were shown to use the advertising in various media, particularly television and newspapers, deliberately and purposively by capitalizing on their complementary

qualitites. (FL)

ED 188 261 CS 502 950

Cambra, Ronald Klopf, Donald
A Profile of High School Forensic Participants in Hawaii.
Pub Date-Jun 80
Note-10p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific Japan (Kobe, Japan, June 14-15, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Behavior Rating Scales, *Communication Research, *Debate, *Personality Measures, *Public Speaking, Secondary Education, *Sex Differences, *Student Characteristics
Identifiers-*Communication Apprehension, Forensics, Hawaii

Two studies were conducted to compare certain characteristics of high school students in Hawaii who take part in forensic activities with those not involved and also to compare groups of the forensic participants with each other. Three instruments were used: the Predisposition Toward Verbal Behavior Scale, the Fundamental Interpersonal Relations Orientation Behavior, and the Personal Report of Communication Apprehension. The studies provided tentative support for the following conclusions: first, forensic participants seemed to be more predisposed toward verbal interaction did than nonparticipants. Second, participation in forensics tended to reduce apprehension about oral communication, as those participants with one or two years of experience did not in general perceive themselves to be as anxious about talking to others as did those with no experience or those not participating in forensics. Third, female forensic participants had stronger inclusion and affection needs, while the males had a stronger need to control social interactions. These needs appeared to get stronger the longer the students took part in forensics. (MKM)

ED 188 330 EA 012 785

Chambers, Jay G.

The Impact of Bargaining and Bargaining Statutes on the Earnings of Public School Teachers: A Comparison in California and Missouri. Program Report No. 80-B6.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-Education Commission of the States, Denver, Colo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Contract-22-76-08684

Note-21p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, Comparative Analysis, Elementary Secondary Education, Labor Legislation, State Legislation, *Teacher Salaries

Identifiers-Missouri

The present analysis estimates the impact of collective bargaining on the earning of public school teachers in the state of Missouri and compares the results with those obtained in a previous study in California. Section A briefly outlines the measures of the impact of bargaining used in both the studies. Section B compares the legal status of bargaining in the two states. Section C presents the model for estimating the impact of bargaining on teachers' salaries, a discussion of the data used for the analysis, and the empirical results. Section D contains some concluding remarks. The author notes that given the absolute orders of magnitude of the estimates for California (projecting to somewhere between 8 and 17 percent higher wages under collective bargaining) and Missouri (about 14 percent higher), the similarity of the patterns of bargaining effects in both states, and the comparability with other estimates of public and private sector union effects, it would appear doubtful that differences in bargaining statutes would have much effect on the economic outcomes of bargaining. (Author/IRT)

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part B: ACE Job Analysis and Instruction Manual; Interview Form.

San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-102p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adult Basic Education, Adult Vocational Education, *Basic Skills, Communication Skills, *Competency Based Education, *Diagnostic Teaching, Field Interviews, Individualized Instruction, Instruction, *Job Analysis, Job Skills, Mathematics, *Occupational Information, Program Development, Reading Skills, Student Evaluation, Teaching Guides, Teaching Methods

Identifiers-Adult Competency Education Project

This second of three how-to manuals in the Adult Competency Education (ACE) Kit contains the ACE Job Analysis and Instruction Manual and an interview form. The manual presents methods for developing and using ACE job descriptions. The section on creating the job description discusses selecting a job for analysis, interviewing employees, and constructing the job description. Focus of the next section is use of the job description, including diagnostics and program structuring through intake testing, job skill assessment, student competency profile development, reading level determination, and management techniques (contracts, assignment sheets, and records). The section on instruction discusses pretesting and teaching methods used: ACE file (compilation of worksheets), individualizing materials, A.O.K. (attending, organization, and knowledge) for teaching reading, workshops, real-life materials, and manipulatives. The final section on evaluation of student progress discusses posttesting, reviewing, reassessing job skills, and exit testing. A bibliography of instructional materials is provided. Appended exhibits include methodology for locating key entry-level occupations, description of A.O.K., and sample materials, such as pages from a job description, student competency profile, assignment sheet, time card, and math and reading exercises. An eleven-page employee interview form concludes the document. (Also available in ERIC are other manuals, the project final report, and job descriptions see Note.) (YLB)

ED 187 921 CE 025 607

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-50p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, *Food Processing Occupations, *Food Service Occupations, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, *Nutrition, Occupational Clusters, Occupations, Units of Study
Identifiers-Project CHOICE, *Vitamin A

This teaching unit, Nutrition (Vitamin A) and Jobs Relating to the Handling and Care of Food, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These six lessons on food and nutrition discuss the importance of good nutrition, especially relative to Vitamin A, consumer skills, and jobs related to the care and handling of food. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 188 043 CG 014 437

Wheeler, Linda Finley, Mary Jane

The Dropout Problem. Phoenix Union High School District No. 210. Special Report.

Phoenix Union High School District, Ariz.

Pub Date-80

Note-94p.

Available from-Phoenix Union High School District, Number 210, Research Services, 2526 West Osborn Road, Phoenix, AZ 85107

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Planning, *Dropout Characteristics, Dropout Research, Dropouts, *Educational Opportunities, *Employer Attitudes, *Employment Potential, *Environmental Influences, High School Students, Research Projects, Secondary Education, *Student School Relationship, Surveys

Identifiers-*Phoenix Union High School District AZ

In an effort to decrease the dropout rate, the Phoenix Union High School District investigated the dropout problem to identify background factors, school/training and job opportunities, and student experiences and opinions. Other local school districts were surveyed by telephone to determine their dropout rates and programs. Representatives of career schools, employment agencies, labor unions, public service agencies, branches of the armed services, and industry and business were contacted to obtain information on entrance requirements, employment policies, or eligibility requirements. Student dropouts were also surveyed by telephone or mail questionnaires to ascertain why they dropped out and, for those who eventually returned, why they chose to do so. Results indicated that: (1) residential patterns, school finances, and support from parents, peers, and the community affect the dropout rate; (2) few educational or job opportunities exist for dropouts because they lack basic skills, preserverance, and good work habits; and (3) the majority of dropouts are students who have been turned off'' by schools, teachers, and programs. (Although geographically specific, this research project provides an adaptable model for readers interested in conducting dropout research.) (HLM)

ED 188 085 CG 014 482

Barker, Sandra B.

Career Planning and Decision-Making Course for College Students. Final Evaluation Report, December, 1979.

Appalachia Educational Lab., Charleston, W. Va.
Pub Date-Dec 79
Note-341p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Career Choice, *Career Planning, College Students, *Course Content, Course Evaluation, *Decision Making, Field Tests, Higher Education, *Individual Development, *Participant Satisfaction, *Program Effectiveness

Identifiers-*Appalachia Educational Laboratory WV

The Career Planning and Decision-Making (CPDM) course for college, one component in a set of career exploration materials developed by the Appalachia Educational Laboratory, was evaluated in two field tests. During 1977 the first field test was conducted to obtain formative information about the student text. Findings revealed that the CPDM course had a positive impact on student selection of a college major, knowledge of the world of work, decision-making processes, and level of career planning. In 1979, following extensive textual revisions, a second field test, using a formative-summative model, evaluated the effectiveness of the CPDM course as a whole and on selected course components. Formative evaluation results suggested a need to revise the instructor's guide in terms of time and class management and to streamline the instructional portions of the student text. Summative evaluation data indicated that instructors were highly satisfied with the course content and that students found the course activities to be personally satisfying and useful. (The appendices contain samples of form letters and data collection instruments used in the field tests.) (Author/HLM)

Chappell, Virginia A.
Hands Off: Fostering Self-Reliance in the Writing Lab.
Pub Date-Mar 80
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Diagnosis, Higher Education, Individual Development, Individualized Instruction, Self Actualization, Student Teacher Relationship, *Teacher Role, Teaching Methods, *Writing (Composition), *Writing Instruction
Identifiers-*Revision (Written Composition), *Writing Laboratories

Writing labs should have substantive rather than merely cosmetic effects on student writing. Through a 30-minute writing conference, students can improve the assignment at hand and obtain insight into their own development as writers. The writing instructor has three tasks during a conference: (1) to establish focus, (2) to make a diagnosis, and (3) to teach the lesson itself. Establishing focus involves specifying a student's expectation for the conference and immediate need for the assignment by using a form designed to elicit such information. Making a diagnosis differs in conferences that involve drafts and those that do not. When there is no draft and the student is having trouble getting started, diagnosis and teaching begin together through a heuristic dialogue. When there is a draft, diagnosis must determine what the student knows and does not know about the writing process. Teaching involves recommending strategies, such as organizational, syntactical, and proofreading strategies, for the student to use in later writing. The teacher leads the student to a fuller development of ideas at hand or to correction of problem areas, making sure that the student is aware of successfully handling part of the writing process. (AEA)

ED 188 377 EC 124 220

Jedrysek, Eleonora Soles, Bee

Behavioral and Management Problems of Mentally Retarded Functioning Within the Sensori-Motor Stage.

Pub Date-Feb 80

Note-22p.; Paper presented at the Annual Meeting of the Interdisciplinary International Conference (10th, Los Angeles, CA, February 1-2, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Behavior Problems, Children, *Cognitive Development, *Moderate Mental Retardation, Parent Education, Preschool Education, Sensory Integration, *Severe Mental Retardation

Identifiers-Piaget (Jean)

Psychometric test and the Uzgiris-Hunt Scale I (the Development of Visual Pursuit and the Permanence of Objects) were administered to mentally retarded preschoolers (N 105), school aged children (N 35), and adolescents (N 8), all functioning in the sensorimotor stage of development. Performances for each group are reported, and parent reactions are cited. The Piagetian framework gave parents an explanation of their child's functioning level and the inconsistencies in their child's development. Results for school aged Ss showed a significant weakness in representation and strength in learning based on repetition, imitation, and recognition. Behavior management problems are cited with adolescent Ss, and the authors suggest that for this group, an institution might be a least restrictive environment. (CL)

ED 188 400 EC 124 360

Dobrin, Kelly Hykes Yarnall, Gary Dean

What If I Don't Want to Play God?

Pub Date-Apr 80
Note-14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-79).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, *Ethics, *Medical Services, *Moral Values, Technological Advancement, *Technology

The authors review technological advances in medicine, such as gene manipulation, amniocentesis, ultra sound, organ transplants, and cloning, and point out ethical and moral dilemmas resulting from such capabilities. Implications of overpopulation are briefly considered. The authors contend that the decision to play God'' has already been made, and that the challenge now is to increase understanding of the implications and accept responsibility for developing an ethical framework for decision making. (CL)

ED 187 846 CE 023 373

Final Report of Development of a Clinical Performance Evaluation Tool, 1978-79.

Gloucester County Coll., Sewell, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-79

Note-73p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Clinical Experience, Comparative Analysis, Competency Based Education, *Criterion Referenced Tests, Educational Assessment, *Evaluation Criteria, *Measurement Techniques, Nursing, *Nursing Education, Skill Analysis, *Skills, Students

The objectives of this project were to (1) develop a criterion-referenced test of clinical performance capable of evaluating skill mastery, (2) establish congruent validity, (3) establish degree of inter-rater agreement, (4) determine whether performance expectations were the same for challenge exam applicants as for course-enrolled students, (5) develop a manual for applicants, and (6) develop a manual for evaluators. Forty-eight skills taught during the first nursing course were identified, and the critical requirements were refined. Eighteen of the critical requirements developed were put through a pilot test utilizing students from the first nursing course. Six students completing the course were rated simultaneously by the two test developers. Two students were rated in the nursing laboratory and four in the hospital. Comparison of the students' actual performance of each skill with the criterion established for successful completion of each skill indicated that the students were able to meet the expected performance criteria in 50 percent of the skills performed. Analysis of the data indicated a high percentage of rater agreement when observation of skills was made simultaneously and independently by two persons. (The critical requirements for basic nursing skills are appended.) (LRA)

ED 188 022 CE 025 889

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Animal Caretakers, *Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on working with animals is part of the Agriculture and Biological Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains nine lessons designed to make the pupils aware of the responsibilities and skills involved in working with animals. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 150

CS 005 516

Freundlich, Joyce Y.

Fact or Fancy: The Image of the Puerto Rican in Ethnic Literature for Young Adults.

Pub Date-May 80

Note-33p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescent Literature, *Characterization, Childrens Literature, *Content Analysis, Elementary Secondary Education, Ethnic Groups, *Ethnic Stereotypes, *Literary Criticism, *Puerto Ricans

The image of the Puerto Rican in 33 books written between 1950 and 1980 for young adults was examined. Nine reviewers evaluated the books for their characterization of Puerto Rican socioeconomic status, demographic status, educational attainment, family representation, and male/female roles. The negative image of the Puerto Rican that emerged from the data resulted from four factors: an inappropriate perspective, an inaccurate representation of reality, omission of salient causes, and rigid portrayals. The books did not satisfy suggested criteria for ethnic literature (appropriateness, honesty, depth, and thoughtfulness) because they were inappropriate for their intended audience, underrepresentative of Puerto Ricans in American society, and superficial in their characterization. (RL)

ED 188 171 CS 205 577

Langer, Judith A.

Facilitating Text Processing: The Elaboration of Prior Knowledge.

Pub Date- 79

Note-22p.; Preliminary Draft.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comprehension, Knowledge Level, *Language Processing, *Reading Comprehension, Reading Skills, *Recall (Psychology), Teaching Methods

Identifiers-*Schema Theory

This paper draws on recent research findings in contending that starting with a student's known'' is a particularly sophisticated concept that, when understood both theoretically and practically, will permit teachers to help students read their texts with greater ease. It argues that students may have more prior knowledge about a topic than is readily apparent and that if their prior knowledge can effectively be tapped, a bridge between reader and text may be created that will result in more successful comprehension of text and, in addition, will aid in the gaining of new information from textbook reading. The paper then presents a prereading plan designed to access prior information and facilitate text processing through a three-step procedure that focuses on the development and assessment of conceptual language and organization related to major ideas expressed in a text. Examples are presented to show how the procedure may be used in the classroom. (FL)

ED 188 308 EA 012 757

Phelps, James L. Addonizio, Michael F.
Staff Adequacy in Michigan Public Schools. School Finance Project

Working Paper Michigan State Dept. of Education, Lansing.
Pub Date-17 Oct 79
Note-38p.; Occasional pages may not reproduce clearly. For related documents, see EA 012 756-758.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance, *Equal Education, *Mathematical Models, School Districts, *Student Teacher Ratio
Identifiers-*Michigan, *Staff Adequacy

This paper, one of three related documents, examines statewide trends in the distribution of staff in the Michigan public schools. Along with its related documents, it provides a basis for analyzing the impact of state financing mechanisms and funding levels on the overall distribution of resources throughout the state and on the resource allocation and programmatic decisions of the individual school districts. This paper begins with a breakdown of aggregate staffing and staffing ratios and concludes with a discussion of educational equity, equality, and excellence. Graphs and tables are included. (Author/LD)

Krause, Debbie

Designing Barrier-Free Nature Areas.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date- 79
Note-27p.
Available from-IMS, Stone Hall, Cornell University, Ithaca, NY 14853 ($2.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accessibility (for Disabled), Braille, *Design Requirements, *Disabilities, *Nature Centers, Physical Mobility, *Sensory Experience, *Trails, Visually Handicapped Mobility

The booklet discusses designing barrier free nature areas to allow accessibility for handicapped persons. Among the aspects covered are site accessibility (including parking, loading and unloading areas, and directional information); walkways (including gradients, ramps, stops and curbs, width, surface material, and mechanical guides); rest areas (including benches, retaining walls, raised planters, and plant materials); commmunication (including signs and braille); stimulating the senses; and selecting plant materials which will appeal to the different senses (a list of such plants is provided). A brief list of suggested activities is also provided, along with suggested references. (DLS)

ED 187 864 CE 025 100

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Section 1: General Background.

Indiana Univ., South Bend. Center for Energy Conservation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-80p.; For related documents see CE 025 099-103 and CE 025 105.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Algebra, Behavioral Objectives, Conservation Education, Core Curriculum, Course Descriptions, Curriculum Guides, Diagnostic Teaching, Energy, *Energy Conservation, *Extension Agents, Group Dynamics, Instructional Materials, Job Skills, Learning Activities, Orientation Materials, Paraprofessional Personnel, Postsecondary Education, *Power Technology, Pretests Posttests, *Review (Reexamination), Tests, Vocabulary, Vocational Education, *Writing Instruction
Identifiers-Energy Extension Agents

This first of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and four modules: Orientation, Mathematics Review, Basic Writing, and Energy Overview. The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. The modules in this section serve a dual purpose diagnostic and introductory. A systematic review using these materials is based on student performance on provided writing and mathematics pretests. The fourth module itself introduces students to the technical, socio-political, and economic aspects of the energy situation and provides them with pertinent vocabulary. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also available in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project see Note. (YLB)

ED 187 901 CE 025 564

Harding, Mildred Thomas, Claire

Adult Basic Education. Adult Performance Level Curriculum Handbook: Occupational Knowledge, Consumer Economics Health and Safety, Government and Law, Community Resources.

Florida Junior Coll., Jacksonville.

Pub Date-78

Note-210p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education, Adult Reading Programs, Audiovisual Aids, *Basic Skills, Behavioral Objectives, Bibliographies, Community Resources, *Curriculum Development, Curriculum Guides, English (Second Language), Guides, Individualized Instruction, Instructional Materials, *Lesson Plans, Material Development, *Minimum Competencies, Performance, Program Descriptions, Teacher Characteristics, Teacher Qualifications, Teaching Guides, Tests

Identifiers-Adult Performance Level, Florida Junior College at Jacksonville, Knowledge Areas

Beginning with a brief project report, this curriculum guide is intended to enable teachers to work effectively with Adult Performance Level (APL) programs. The manual (1) clarifies the concept of APL, (2) describes the APL-ABE (Adult Basic Education) curriculum at Florida Junior College (FJC), (3) provides examples of effective lesson plans for APL-ABE, and (4) identifies useful APL materials and resources. Chapters 1-4 briefly introduce APL, discuss its history and philosophy, and describe successful ABE and APL-ABE teachers. Topics in chapter 5 on the APL-ABE curriculum include fundamental concepts, general framework of APL description of competency, basic skills as described by ABE, knowledge-areas as described by APL, and APL-ABE materials and resources. Chapters 6 and 7 describe two programs in the APL-ABE program at FJC reading and English as a Second Language including purpose, successful teacher characteristics, materials, and curriculum. In chapter 8 planning is described in terms of defining intermediate and enabling objectives (end behaviors and learning steps) for each general objective, making lesson plans for specific classroom tasks, and testing. Fifteen lesson plans (three from each knowledge area) and tests for knowledge areas are provided as examples. The final chapter (9) provides useful professional information: local resources (agencies and publications) in APL life areas, publishers of ABE materials, APL-ABE bibliography, and audiovisual materials. (YLB)

ED 187 982 CE 025 765

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-37p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-764.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Communications, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Communications Occupations, Project CHOICE

This junior high teaching unit on communications and media careers is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the variety of work which is a part of the cluster of communications and media careers. (Five other units in the series deal with media and communications careers in specific areas. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

Kent, Martha Whalen And Others

Competence Is for Everyone. Unit 2: In the Minority. Upper Level. (Student Text and Teachers' Edition).

Vermont Univ., Burlington.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-144p.; For related documents see CG 014 461-63.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Individual Needs, Learning Modules, *Minority Groups, *Racial Bias, *Resource Materials, Social Bias, *Social Change, Teaching Guides
Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the upper grade-level, examines appraisal as expressed in minority status through activities focused on: (1) identifying human needs; (2) building an awareness of minority group history and status in employment and education; and (3) recognizing individuals and groups responsible for legal and social changes. A teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

Farmer, Marjorie And Others

The Philadelphia Story.

Pub Date-Apr 79
Note-22p.; Papers presented at the White House Conference on Library Information Services (Reston, VA, April 1-4, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Adult Reading Programs, Commercial Television, Educational Radio, *Educational Television, Elementary Secondary Education, English Instruction, *Library Services, *Literacy Education, Public Libraries, *Reading Programs, *School Community Relationship, School Libraries, Self Help Programs
Identifiers-*Pennsylvania (Philadelphia)

This document presents reports on the major components of the Pennsylvania Comprehensive Reading/Communication Arts Plan devised to provide literacy instruction at all educational levels in Philadelphia. Marjorie Farmer presents an overview of the program, and Peggy Glover reports on services provided at the Free Library of Philadelphia, including the provision of easy reading literature, specially trained librarians, adult education specialists, adult basic education and GED classes, counseling services, and adult learning centers. Marguerite M. Farley describes a program using television, including broadcast and videocassette instruction, a language arts/reading program using commercial broadcasts, and the use of radio and television to foster intergenerational discussion. Joan B. Myers discusses such formal and informal school library programs as training in library use for grades K-12, a program for parents to read to children, a dial-a-teacher homework assistance program for parents, and a readers' marathon. (DF)

Broom, Glen M.

A Comparison of Roles Played by Men and Women in Public Relations.

Pub Date-Aug 80

Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis, Consultants, Employed Women, Males, *Occupational Surveys, *Public Relations, Research, *Role Perception, *Sex Differences, *Sex Role

A study was undertaken to determine if men and women in public relations jobs differed on the extent to which they performed each of four roles. Based upon the conceptual models found in a wide range of literature on consulting, the four roles used in the study were: (1) expert prescriber, in which the practitioner operates as the authority on both public relations problems and their solutions; (2) communication technician, in which the practitioner provides the organization or client with the specialized skills needed to carry out public relations programs; (3) communication facilitator, in which the practitioner acts as a sensitive go-between'' or information broker; and (4) problem-solving process facilitator, in which the practitioner, as a member of the management team, collaborates with others throughout the organization to define and solve problems. A sample of 458 members of the Public Relations Society of America (72% men and 28% women) completed a 28-item survey form about the roles they played. The findings showed that men and women differed significantly on the four roles measured. Women tended to be in the limited role of communication technician, while males tended to play a combination of the other three roles. (FL)

ED 188 285 EA 012 713

Tetzloff, Richard D.

Conducting Energy Audits of Your Schools, or The Last One Out of Town, Please Turn Out the Lights.''

Pub Date-Apr 80

Note-44p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980). Some pages may not reproduce clearly due to faint print of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Building Operation, Climate Control, *Cost Effectiveness, Cost Estimates, Elementary Secondary Education, Employee Attitudes, Employer Employee Relationship, *Energy Conservation, *Equipment Maintenance, Fuel Consumption, Lighting, Microcomputers, Prevention, School Maintenance, Utilities, Ventilation

Identifiers-*Energy Audits, *Saint Cloud Public Schools MN

A study of the energy usage for 20 St. Cloud (Minnesota) district buildings was completed by a firm of consulting engineers. For each building, the study established a Total Energy Index (TEI) composed of the fuel, electricity, and water consumed during the base line year, fiscal year 1977-78. In addition, the blueprints and any proposed modifications or remodeling plans were also studied. A goal for reduction in energy usage was established for each building of the study. A plan to achieve this stated goal was developed that related potential energy cost-savings to estimated expenditures necessary to achieve the savings. A summary of savings, initial costs, and payback periods for mechanical, electrical, and building envelope categories is included. Recommendations are made that onsite microprocessors be used to control as many of the routine functions as possible. General guidelines and specific recommendations are made to ensure the commitment of district personnel. At the conclusion are recommendations pertaining to one of the secondary buildings. These illustrate what measures of conservation could be utilized by other districts and how they might be used. (Author/MLF)

ED 188 401 EC 124 361

Ellington, Carol E.

The World of Work: Work Week-Update. A Research Project.

Pub Date-Apr 80
Note-49p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-84).
Available from-Carol E. Ellington, 11523 Annette, Tampa, FL 33617 ($1.75, 10 for $15.00)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Exceptional Child Research, *Mild Mental Retardation, *Performance Factors, *Reinforcement, *Work Experience
Identifiers-*Currency, Monetary Reinforcement, *Token Money

A study of the difference in student performance when currency or token money is used was studied with six mildly mentally retarded children (ages 8 to 12) as Ss. Students were given jobs (teacher aide, movie projectionist, art or shop teacher) and were rated in the areas of punctuality, appearance, following directions, completing tasks, and behavior for each of the 5 week study periods over 2 years (total 10 weeks studied). The first year token money was used, the second year currency was used. Results showed that the Ss earned almost exactly the same amount of token money as currency, and that work levels were highest in the areas of punctuality and appearance. Other findings showed that students had job preferences even at an early age. Guidelines for the Work Record Sheet and work record tables are included. (PHR)

ED 187 939 CE 025 644

Daugherty, Ronald D. Suzuki, Warren N.

A Model for Evaluating Vocational Automobile Mechanics Programs.

Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.
Spons Agency-Alaska State Dept. of Education, Juneau.
Pub Date-Jun 79
Note-108p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Auto Mechanics, Data Collection, Employer Attitudes, Followup Studies, Graduate Surveys, Models, *Program Effectiveness, *Program Evaluation, Secondary Education, Student Attitudes, Student Evaluation, *Vocational Education
Identifiers-Alaska

The purpose of this manual is to suggest adaptable procedures and materials that can be used by Alaska vocational educators to evaluate their automotive mechanic programs systematically. Section 1 is an introduction to the manual and to the evaluation process. The remaining six sections represent major tasks or activities that should be accomplished during an evaluation. These major tasks are (1) Implementation (or preliminary activities), (2) Student Locator (keeping track of current addresses for student follow-up study), (3) Follow-up Surveys (collecting evaluative information from former students and their employers), (4) Student Data (documenting evaluative information from follow-up surveys), (5) Student Achievement (keeping track of student attainment during the program), and (6) Program Review (documenting all evaluative data in tables provided in the appendixes).

Within each section (or within subsections) evaluation activities are presented as steps and substeps. Appendixes include a review summary form, suggested (and alternate) data displays for the program status handbook, a student follow-up survey form, an employer survey form, and Statewide Evaluation System for Vocational Education: Guidelines. (YLB)

ED 187 959 CE 025 742

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-19p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acting, *Career Awareness, Career Development, *Career Education, *Drama, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Speech Communication, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This junior high teaching unit on careers using dramatic skills is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with other career possibilities which employ speech and acting skills, and to help students understand the relationship between well-developed speech and acting skills and success in other career areas. (The unit is one of five on careers in fine arts and humanities. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

ED 188 002 CE 025 785

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 78

Note-41p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, *Carpenters, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study, *Woodworking

Identifiers-Project CHOICE

This teaching unit, Carpentry and Woodworking in Our Lives, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Industrial and Construction Occupations Career Clusters, these eleven lessons introduce basic terminology and background related to carpentry and woodworking, discuss job appreciation, and career opportunities, and worker/consumer attitudes. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 086 CG 014 483

Services for Alcoholic Women: Foundations for Change. Trainer Manual
National Center for Alcohol Education, Arlington, Va.

Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-ADM-79-871; ADM-79-872
Pub Date-79
Contract-281-78-0005
Note-226p.; For related document see CG 014 426.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00944-0)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Alcoholism, *Change Strategies, Delivery Systems, Evaluation Methods, *Females, Professional Training, Program Descriptions, Program Evaluation, Resource Materials, Social Agencies, *Team Training, *Training Methods

This training program, designed to assist treatment programs decision-makers in planning, implementing, and monitoring practices and services for alcoholic women, provides participants the opportunity to: (1) measure the current state of their agency programs; (2) select priorities for change; and (3) develop an action plan for change. The program is designed for teams of two people from the same agency, one with decision-making responsibility and one interested in women's treatment. Two trainers, one male and one female, conduct one-three-hour sessions in small group exercises and discussions, lecturettes, and brainstorming with a group of 20 participants over a 2 1/2 day period. This manual helps trainers prepare for and conduct the course. It includes a session-by-session overview, refresher materials on training methods, guidelines for training program management, sample recruitment materials, and masters for duplicating participant handouts. A series of session outline cards accompanies the manual and includes specific directions for conducting each session, goals and objectives, and materials needed for learning activities. (Author/NRB)

ED 188 129 CS 005 487

Hartman-Haas, Hope J.
Improving Cognitive Skills: Procedures, Problems and Prospects.
Pub Date-Apr 80
Note-25p.; Paper presented at the Annual Symposium on Developmental/Remedial Education (3rd, Rochester, NY, April 20-22, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Cognitive Processes, College Instruction, *Critical Thinking, Curriculum, Elementary Secondary Education, Higher Education, *Listening Skills, Logic, *Logical Thinking, Philosophy, *Skill Development
Identifiers-*Piaget (Jean)

In the perspective on cognitive development provided by Jean Piaget, the elaboration of cognitive skills is possible and acceptable, although it is objectionable and perhaps impossible to attempt to accelerate those skills. The explicit teaching of reasoning skills is necessary since not every student attains the formal operational level without special intervention. Courses in cognitive processes development focus on enhancing such skills as problem solving, decision making, logical thinking, critical thinking, and analytical reasoning. Programs range from the philosophy for children units for grades five to twelve to college courses in critical listening, logic, and reasoning. Experimental results indicate that such programs have a positive effect on reasoning ability. Resistance to cognitive skill instruction among students stems from the perceived lack of official curricular status of listening and thinking skills throughout the educational process. (DF)

ED 188 172 CS 205 586

Brown, James W. Foushee, Richard E.

Documentary Photography: Cognitive Dimensionality of Selected Photographs and Community Perceptions in a Coorientation Model.

Pub Date-Aug 79

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979). Several tables may not be legible.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Church Role, *Community Attitudes, Community Influence, *Documentaries, Higher Education, Journalism, *Journalism Education, Local History, Local Issues, *Photography, Religious Factors, Research Methodology, *Student Research

A term project for a journalism course in documentary photography (the proposal for which is cited in ED 177 560) centered on photographically documenting a rural community and measuring its symbolic sociodramas. The focus of the project was to determine how various community groups interpreted a given set of photographs selected to represent a dominant social institution, the church, in a small community. A coorientation model and a multidimensional scaling approach were chosen to analyze the set of documentary photographs and to compare responses of religious and lay groups to the photographs. Results indicated that their responses were multidimensional in interpretation. The findings suggest that although photographers rarely make any attempt, either qualitatively or quantitatively, to assess the communication effects of their pictures, documentary photography does extract from its subject the essence of interpersonal relationships and resulting social order and that the success of any documentary effort should, therefore, be analyzed from the perspectives of those photographed. (AEA)

Robinson, Constance Frazier

An Investigation of New Rhetoric Lessons for Improved Written Composition on the Secondary School Level.

Pub Date-78
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, English Instruction, *Paragraph Composition, *Rhetoric, Secondary Education, Secondary School Students, *Writing (Composition), *Writing Instruction
Identifiers-*Writing Research

A study was undertaken to assess the effectiveness of a new rhetoric program of composition instruction for secondary school students. The lessons used in the program were designed to provide students with a step-by-step procedure for moving from a topic sentence to a unified, coherent paragraph. Using the primacy of the topic sentence, they led the students to recognize the assertion made by the predicate of the topic sentence as the assertion made by the paragraph. The lessons were intended to guide students through manipulations presumed basic to paragraph composition. A total of 180 seventh, eighth, and ninth grade students (90 in the experimental group and 90 in the control group) participated in the study. Students in the control group were placed in traditional English classes that had been augmented with 18 composition lessons. Students in the experimental group were placed in similar classes, except that the composition instruction employed the new rhetoric lessons. After six months, student-written paragraphs were analyzed for effectiveness. The results indicated that the experimental group wrote paragraphs that were more effective than those written by the control group and that the effectiveness was due to superiority in unity, coherence, and content. The findings also revealed equivalent effectiveness in the areas of language, sentence structure, and mechanical correctness. (FL)

ED 188 240 CS 205 672

Kaiser, Marjorie M., Ed.

Essays on Career Education and English, K-12.

National Council of Teachers of English, Urbana, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80

Note-136p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 15853, $6.50 non-member, $5.00 member)

Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Education, Education Work Relationship, Elementary Secondary Education, *English Instruction, *Interdisciplinary Approach, *Language Arts, *Teaching Methods

The essays in this collection are designed to acquaint preservice and beginning teachers with rationales and models for the integration of career education and language arts instruction into their classrooms. The two essays in Part One address the issues of the responsibilities of English professionals, while the five in Part Two offer justifications and recommendations for the integration of career education into the English language arts curriculum. The seven essays in Part Three present specific suggestions and teaching ideas for use in the classroom, and the two in Part Four encourage educators to think about the future. (FL)

ED 188 262 CS 502 951

Lewis, Michael L. And Others

Communication Roles as Indicators of Management Preference: An Integrative Approach to the Study of Communication in Organizations.

Pub Date-May 80
Note-40p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Group Dynamics, *Interaction Process Analysis, *Organizational Communication, Organizations (Groups), *Participation, Predictive Validity, Reliability, *Research Methodology, *Role Perception, *Role Theory
Identifiers-*Communication Research

The Communication Role Assessment Measure (CRAM) is an application of role theory to organizational communication. Using a communication-based taxonomy, CRAM was developed to integrate previous research in the field and to assess the following elements: the amount of time spent by members of an organization in selected communication roles; their self-perceptions of their involvement, skill, trust, and comfort while in each communication role; and the amount of time spent interacting with superiors, subordinates, and peers. The six classes of communication roles in the CRAM taxonomy are source/receiver, work/person, information exchange, solution seeking, negotiation, and behavior change. Data on the reliability and validity of the CRAM taxonomy were collected in a study of National Guard personnel, extending the schema to assess predictive validity for management style preference. The results showed reliability estimates ranging from .45 to .997, with validity of factor structure representations ranging from .57 to .99. Measures of predictive validity showed that 11 factor variables significantly predicted preference for authoritarian management style, while 12 factor variables significantly predicted preference for interpersonal relations-oriented management style. (Author/RL)

ED 188 309 EA 012 758

Phelps, James L. And Others
School District Revenues and Expenditures. School Finance Project Working Paper Michigan State Dept. of Education, Lansing.
Pub Date-17 Oct 79
Note-50p.; Occasional pages may not reproduce clearly. For related documents, see EA 012 756-757.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Equal Education, *Equalization Aid, *Expenditure Per Student, *Finance Reform, *Income, *Resource Allocation, School Districts
Identifiers-*Michigan

This paper, one of three related documents, examines the distributions of general revenues and instructional expenditures across school districts in Michigan. It discusses the equal yield formula for the funding of public schools and examines how the formula has accomplished its objectives. The data indicate success in reducing the effects of property tax wealth on the level of school revenues and in providing some measure of property tax relief. The second half of the paper examines the state's broad goals regarding the distribution of resources in terms of three norms: equity, equality, and excellence. This section of the paper concludes that Michigan has achieved equity in the distribution of general revenues and expenditures for nearly 92 percent of its pupils. Secondly, equality has not been achieved. Finally, to achieve a minimum level for either expenditures or staff adequacy ratios, a constitutional amendment would be necessary. (Author/LD)

ED 188 331 EA 012 786

Osman, Jack W.

School Referenda: Local Sovereignty vs. Equality in Resource Allocation. Program Report No. 80-B5.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Note-43p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bond Issues, Educational Finance, Elementary Secondary Education, *Finance Reform, *Minority Group Influences, Models, Racial Factors, Resource Allocation, *School Budget Elections, School Districts, *Socioeconomic Influences, *Voting

This paper examines several types of school referenda with a view to examining how such referenda have served to limit or reinforce educational resource inequalities. Drawing on the results of previous studies and the author's research on California referenda, the paper seeks to provide answers to four crucial questions. First, to what extent are the outcomes of referenda decisions systematically influenced by local socioeconomic factors as well as the financial characteristics of a given election? Second, has the referendum process mitigated or enforced the inequality implied by wide educational resource variations? Third, what lessons can be learned from the existing body of knowledge on referenda that will aid in the development of an educational finance system consistent with the provision of equality in educational opportunity? Finally, what are the major limitations of previous educational referenda outcome studies and what are the gaps in our present knowledge of educational referenda outcomes? The author notes

that the inherent inequality of a system in which local school expenditures are tightly influenced by local conditions has been reinforced by the referendum process. (Author/IRT)

ED 188 378 EC 124 221

Ottman, Ronald A.

A Survey of Adolescent and Post-Adolescent Cerebral Palsied Individuals Toward Ambulation.

Old Dominion Univ., Norfolk, Va.
Pub Date-Feb 80
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Adolescents, *Attitudes, *Cerebral Palsy, Exceptional Child Research, *Mobility Aids, Motor Development, *Physical Mobility, *Wheel Chairs, Young Adults

Attitudes toward their ambulatory status of two groups of cerebral palsied (50 wheelchair status and 54 crutches and braces status) adolescents and young adults were compared. Analysis of questionnaire and demographic survey responses indicated that the wheelchair group viewed ambulation with crutches and braces in a more favorable light than did the crutches and braces group. Males in general, and males in the 20 to 29 age group specifically, produced the most consistent range of significance. The author concludes that better educational preparation of both professionals working with the cerebral palsied and the cerebral palsied themselves might help them prepare for the realities of society. (CL)

ED 187 883 CE 025 409

Botterbusch, Karl F.

Psychological Testing in Vocational Evaluation.

Wisconsin Univ. Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-12-P-55307/5

Note-101p.

Available from-Materials Development Center, Stout Vocational Rehabilitation Center, University of Wisconsin Stout, Menomonie, WI 54741 ($2.00)

Pub Type- Reference Materials (130) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Diagnostic Tests, Evaluation, *Occupational Tests, *Psychological Testing, *Standardized Tests, Testing, Test Norms, Test Reliability, Test Reviews, *Test Selection, Test Validity, Verbal Tests, *Vocational Rehabilitation

Identifiers-*Vocational Evaluation

This publication is designed to help vocational evaluators wisely select and use tests within the context of the referral questions and the individualized evaluation plan. The first of two parts contains information on why tests are used in evaluation, problems with tests, and how to select tests. Part 2 contains a review of specific tests that either have been found to be successful within vocational evaluation or have this potential. A total of thirty-six tests are included in the following areas: achievement batteries and reading tests; character and personality; intelligence; multi-aptitude batteries; vocations: clerical; vocations: interests; vocations: manual dexterity; and vocations: mechanical ability. For each test, the following information is provided: purpose, final score, description (including administration, content, and scoring), materials required, appropriate groups, technical considerations (including norm groups, reliability, and validity), American Psychological Association level, sources of information, availability, and comments. The addresses of the test publishers are appended. (LRA)

ED 187 922 CE 025 609

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, and CE 025 607.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Petroleum Industry, Units of Study
Identifiers-California (Kern County), Project CHOICE

This teaching unit, Kern County Petroleum, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons about petroleum in Kern County, California, give background information and functions of the petroleum industry, including definitions, methods of the drilling, extraction, and refining process. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 188 044 CG 014 438

Chisolm, Grace B. And Others

Job Motivation and the Need Fulfillment Deficiencies of Educators.

Spons Agency-North Texas State Univ., Denton.
Pub Date-80
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Employment Potential, Individual Differences, *Individual Needs, *Motivation, *Need Gratification, *Psychological Needs, Racial Differences, Research Projects, *School Personnel, *Self Actualization, Self Evaluation (Individuals)
Identifiers-*Porter Need Satisfaction Questionnaire

The theoretical framework of Abraham Maslow espouses a holistic view of the human being in which individuals have universal tendencies to strive to satisfy physiological, sociological, and psychological needs as these need states become more or less predominant in their lives. The potency of need fulfillment, the extent of gratification of psychological needs, is assumed to be indicative of job motivation, i.e., the lower need fulfillment deficiency, the higher the organizational or professional motivation, or conversely, the higher the need fulfillment deficiency, the lower the organizational or professional motivation. To determine the potency of need fulfillment deficiencies among educators and the extent to which educators differ in need fulfillment deficiencies, the following question was posited: Are there significant differences in need fulfillment deficiencies of teachers and administrators, male and female educators, white and non-white educators, and educators who are aspirants and those who are non-aspirants to promotional positions in educational organizations? Subjects were 728 educators from the southwestern part of the United States who completed the Porter Need Satisfaction Questionnaire. By sex, males were most deficient in esteem needs and females most deficient in autonomy needs. By race, whites were most deficient in esteem needs, while non-whites were most deficient in security needs. By position, administrators were relatively stronger in job motivations and most deficient in self-actualization needs. Teachers were most deficient in esteem needs. Both aspirants and non-aspirants were deficient in esteem needs. (Author)

ED 188 151 CS 005 517

Peterson, Gordon

The Ten Most Important Reading Research Studies Published during the Last 25 Years.

Pub Date-Mar 80
Note-8p.; Paper presented at the Annual Meeting of the Michigan Reading Association (24th, Grand Rapids, MI, March 16-18, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Elementary Education, Reading Achievement, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Readiness, *Reading Research, *Word Recognition

The ten reading research studies published since 1955 and deemed by the author most important'' in terms of quality, originality, and applicability to elementary reading instruction are described in this report. Discussed are studies on reading approaches by Russell Stauffer and by Neville Bennett; a study on reading readiness by Audrey Simpson-Tyson; word identification research by Theodore Clymer and by Robert Oaken, Morton Weiner, and Ward Cromer; and reading comprehension studies by Marie Clay and Robert Imlach, Frederick Davis, John Guthrie, Francis Hunkins, and Robert Thorndike. The following conclusions are offered by the author: (1) more formal methods appear to be superior to less formal methods in producing reading achievement; (2) children may need an extended reading readiness period; (3) only phonic generalizations with 75% utility should be taught; (4) different skills exist in word identification and comprehension; (5) better readers process larger units than do poorer readers; (6) there are a limited number of distinguishable reading comprehension skills; (7) cognitive development is important in reading comprehension; (8) higher level questions have the greatest effect on the best readers; and (9) socioeconomic factors have an important effect on reading comprehension. (DF)

ED 188 354 EC 124 055

Single Skills Training Courses E.S.E.A. Title IV-C. Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C.

Pub Date-Jan 80

Note-60p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Competency Based Education, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, Program Descriptions, Program Evaluation

Identifiers-*District of Columbia, *Single Skills Training Courses

The document over half of which consists of appendixes presents the final evaluation report of Single Skills Training Courses, a project designed to provide short inservice training modules to teachers and administrators in the District of Columbia in the areas of competency based curriculum implementation and the mainstreaming and teaching of handicapped children. Aspects covered include project background and objectives, evaluation, and results. Eighteen courses were offered representing the preferences of 72% of the respondents to a needs assessment survey. The average course enrollment was 14.5. Participants perceived the courses as being valuable and enjoyable, and 86% of the participants earned recertification credit. (DLS)

ED 187 830 CE 016 821

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part C: Taxonomy of Instructional Objectives; How to Develop Instructional Materials; Bibliography; Student Competency Profiles; Student Assignment Sheets; Matrix of Academic Skills Needed in ACE Jobs; ACE Slide/Tape Script.

San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-124p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education, Basic Skills, *Behavioral Objectives, Bibliographies, *Classification, *Communication Skills, Competency Based Education, Job Skills, *Mathematics, Matrices, *Occupational Information, *Reading Skills, Scripts, Slides, Tape Recordings

Identifiers-Adult Competency Education Project

This third of three how-to manuals in the Adult Competency Education (ACE) kit contains the ACE Taxonomy of Instructional Objectives, a bibliography, and other ACE forms and materials. The Taxonomy lists the 400 measurably-stated instructional objectives of the ACE adaptation of the Generic Skills Taxonomy against the mathematics and communications skills found to be essential to jobs which were researched during on-site employee interviews and for which job descriptions were then developed. These are presented/coded by unit, item, and specific objective. A brief explanation of how to develop instructional materials using these objectives is then given. The bibliography lists instructional materials used by ACE by these topics: reading-writing, mathematics, job-related, and miscellaneous. Other materials include student competency profiles and assignment sheets, a matrix of skills required on jobs (with reference to the ACE Taxonomy), and the script for the ACE project slide/tape presentation, The A.C.E. Story. (Also available in ERIC are other manuals, the project final report, and job descriptions see Note.) (YLB)

ED 187 847 CE 023 640

Charters, Margaret A.

Vocational Education for Older Adults. Information Series No. 203.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-80
Note-39p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.80)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Vocational Education, Age Discrimination, Educational Policy, *Employment Opportunities, Legislation, *Older Adults, Program Descriptions, *Program Development, *Retirement, *Retraining
Identifiers-Age Discrimination in Employment Act, Social Security Act Amendments 1977

This review and synthesis of research on vocational education for older adults focuses on members of society in the sixty-five-and-older age group who have retired from the labor force but not from the productive population. The author addresses ways in which vocational educators can facilitate utilization of the resources represented by those in this age group through postretirement vocational education and training. Following are some of the topics discussed in this paper: factors in society affecting the potential number of labor force participants over age sixty-five; the Age Discrimination in Employment Act (P.L. 95-256); Social Security Act Amendments; implications for full- or part-time paid employment; changing avocations into vocations; implications for volunteerism; implications for the consumer role; potential barriers to vocational programming for older adults; and programs and policies facilitating vocational education/training for older adults. (BM)

ED 187 983 CE 025 766

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-56p.; Parts of this document may not reproduce well due to light type. For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Ecology, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Ecology Workers, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Agriculture and Ecological Occupations Career Cluster, these eight lessons on ecology workers explore specific jobs, tools and equipment used and discuss the needs and problems of energy, resources and pollution in relation to ecology. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 023 CE 025 890

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-38p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, *Food Stores, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Retailing, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on the supermarket is part of the Marketing and Distribution Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains seven lessons designed to expose students to some of the terminology and background related to a supermarket worker. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 066 CG 014 463

Kent, Martha Whalen
Competence Is for Everyone. Judge Me, Not My Shell.
Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-19p.; For related documents see CG 014 461-62.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Individual Needs, Learning Activities, Learning Modules, *Minority Groups, *Racial Bias, Resource Materials, Responses, *Social Bias, Videotape Recordings
Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This discussion guide and transcript of a videotape to be used with both the intermediate grades and upper grades, together with the second module, In the Minority,'' focus on appraisal of the videotape incidents and individual student reaction to the situations presented. (Author/HLM)

ED 188 218 CS 205 645

Rees, David

The Marble in the Water: Essays on Contemporary Writers of Fiction for Children and Young Adults.

Pub Date-80
Note-211p.
Available from-The Horn Book, Inc. Park Square Building, Boston, MA 02116 ($14.95 cloth, $9.95 paper)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Adolescent Literature, *Authors, *Childrens Literature, Cross Cultural Studies, Elementary Secondary Education, English Literature, *Fiction, Literary Criticism, United States Literature

The purposes of this collection of 15 essays on specific works of fiction for children and adolescents are threefold: to explore some of the similarities and differences in fiction for children in England and the United States; to point out some of the qualities of American literature that are of particular interest to children in England and to reveal which authors are, or are not, successful in that country; and to call attention to certain writers whose work has been ignored and others whose work has been overpraised. The authors whose works are considered are: Penelope Farmer, E. L. Konigsburg, Paul Zindel, Philippa Pearce, Alan Garner, E. B. White, Doris Buchanan Smith, Ursula K. Le Guin, Rodie Sudbery, Beverly Cleary, Mildred Taylor, Paula Fox, Nina Bawden, Jill Paton Walsh, Robert Cormier, Jill Chaney, Judy Blume, and Penelope Lively. (FL)

ED 188 286 EA 012 716

Scott, R.
Issues of Social Accountability.
Pub Date-15 May 80
Note-22p.; Paper presented at the Annual Meeting of the Australian College of Education (21st, Brisbane, Qld., Australia, May 1980). Not available in paper copy due to light print of original document.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Freedom, *Accountability, *Government Role, *Government School Relationship, Higher Education, *Institutional Autonomy, Literature Reviews, *Political Influences
Identifiers-*Australia

Through a review of literature on the subject, this paper discusses the dangers of political influence on the demand for educational accountability in Australian schools. Some areas of universities and colleges should remain free from vertical or political accountability, the paper warns. These areas include the values of liberalism and free inquiry, which are more prone to accountability during times of unemployment and recession. Because funding everywhere is being cut, the paper concludes, educators need to differentiate the budget luxuries from the necessities and then be prepared to defend those areas that ought to be free from political direction. Also, educators must be willing to communicate their actions and needs directly with the public, through contact with the media, with relevant interest groups, and with the politicians themselves. (Author/LD)

ED 188 402 EC 124 362

Schwenn, John O.

What Are the Definitive Procedures and Instruments Used to Incorporate Chemotherapy Orientation and Preparation for Effective Team Membership, During Inservice and Preservice Training of Teachers and Administrators?

Pub Date-Apr 80

Note-13p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-19).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, *Drug Therapy, Elementary Secondary Education, Medical Services, *Teacher Role

An administrator discusses aspects of drug therapy with which special educators should be familiar. Briefly examined are administration form, factors affecting rate of absorption, dosage, interaction of one drug with another, drug tolerance, time factors, and side effects. The importance of a teacher's monitoring of the drugs is stressed, and examples of the types of teacher observation are described. (CL)

ED 187 865   CE 025 101

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guides for the Training of Energy Extension Agents. A Working Paper, Section II: Technical Training.

Indiana Univ., South Bend. Center for Energy Conservation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-134p.; For related documents see CE 025 099-103 and CE 025 105.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Air Conditioning, Behavioral Objectives, Blueprints, Conservation Education, *Construction Materials, Core Curriculum, Curriculum Guides, *Drafting, *Electricity, Energy, *Energy Conservation, *Extension Agents, *Heating, Instructional Materials, Job Skills, Learning Activities, Lighting, Paraprofessional Personnel, Postsecondary Education, Power Technology, Solar Radiation, Tests, Ventilation, Vocational Education
Identifiers-Energy Extension Agents, Wood

This second of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and eight modules: Alternative Energy Sources (Solar and Wood), Basic Graphics and Blueprint Reading, Building Materials, Electricity, Introduction to Cooling Systems, Introduction to Heating Systems, Insulation and Ventilation, and Lighting Efficiency. The curriculum is designed for adults with at least eight grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. The modules for technical training comprise the bulk of the curriculum and assure a realistic, practical focus by providing for field trips, observations, practical experiences, and lectures by instructional faculty and others from the professional and business community. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examination) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also available in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project see Note. (YLB)

ED 187 902

CE 025 566

Hunter, Alain And Others

Identification and Validation of Criteria for Determining When Competency of Handicapped Persons Is Better Developed On-the-Job and When It Is Better Developed in a Formal Technical Course. Report of Phase I.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jul 79

Contract-RD1-A9-164

Note-159p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Competence, *Criteria, *Disabilities, Employer Attitudes, Interviews, Job Skills, *Off the Job Training, *On the Job Training, Postsecondary Education, Secondary Education, *Training Methods, *Vocational Education, Vocational Schools

Identifiers-Illinois

The intent of this study was to address the process of selection of an appropriate training setting based upon criteria being used by employers and educators in Illinois who plan for the vocational education of handicapped persons. Study 1, a pretest of the questionnaire, quantified the criteria for determining the better approach for training handicapped trainees. Study 2, the pilot of the study, determined what criteria were being used for determining which method of training was appropriate for various conditions and levels of handicap. The study determined that the twenty-four criteria reported by Evans et al. appear to apply to programs for training persons with handicaps, but that a twenty-fifth criterion needs to be added evaluation of training. The criteria included those that were institution related (5), quality and speed related (4), competency related (6), trainee related (5), and other (4). The preferred training was a combination of classroom/laboratory and on-the-job training. (Appendixes, amounting to approximately two-thirds of the report, include an extract of the Evans et al. twenty-four criteria and survey forms.) (YLB)

ED 187 960 CE 025 743

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-14p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Sex Role, *Sex Stereotypes, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit, Exploring Careers: A Look at Gender Stereotyping, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of how a culture transmits images of males and females and how these images contribute to one's attitudes toward gender roles. (The unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

ED 188 108 CS 005 400

Turner, Thomas N. Alexander, J. Estill

Promising Practices for Improving Reading Attitudes.

Pub Date-Feb 80

Note-25p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (5th, Nashville, TN, February 6-9, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creative Thinking, *Critical Reading, Educational Games, Elementary Secondary Education, Learning Processes, *Questioning Techniques, *Reading Attitudes, *Reading Instruction, Reading Research, Student Attitudes, *Teaching Methods

The research on the effect of attitudes on reading is reviewed in this paper to support the position that the affective part of learning is as important to learning to read well as are the cognitive skills. Suggestions for improving reading attitudes are given. Activities are suggested for five forms of creative reading: (1) model imitations, in which the reader is asked to find creative ways of doing the same thing as the author; (2) idea extension, elaboration, and augmentation; (3) visualization, the process of giving concrete form to the mental images resulting from reading; (4) incorporation, where the reader is producing his or her own ideas from fragments from the reading; and (5) contradictory or supporting reading, that is both critical and productive. On the premise that effective work with questions can help reading attitudes, 18 ideas for questioning games are described. (MKM)

ED 188 130 CS 005 489

Petrun, Craig J.

Metaphor Comprehension and Cognitive Development in College Students.

Pub Date-May 80

Note-15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning, Adolescent Development, Adult Development, Adults, *Cognitive Development, College Students, *Comprehension, *Developmental Stages, Higher Education, *Language Processing, *Language Research, *Metaphors

Interactions between metaphor comprehension and level of operational thought were examined to determine what advantages individuals at the formal operational level had in natural language tasks such as the understanding of figurative language. After 30 undergraduate students were classified as either late concrete, early formal, or late formal operational, they were presented with ten literal, ten similarity, and ten proportional metaphors. The subjects were asked to paraphrase the meaning of each sentence aloud as quickly as possible, and not to begin the paraphrase until they had a complete answer in mind. Latency from the time of sentence presentation to initiation of the paraphrase was recorded by a digital timer. A significant interaction was found between operational level and type of sentence. Planned comparisons revealed that paraphrase latencies for proportional metaphors were significantly shorter for late formal operational subjects than either late concrete or early formal operational subjects. Formal operational subjects paraphrased proportional metaphors as quickly as similarity metaphors. It was concluded that level of operational development was significantly related to metaphor comprehension in young adults. (Author/RL)

ED 188 241 CS 205 673

Kilby, Jan E., Ed. Suhor, Charles, Ed.

Career Education and English, K-12: Ideas for Teaching.

National Council of Teachers of English, Urbana, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80

Note-108p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 04371, $6.00 non-member, $4.75 member)

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Annotated Bibliographies, Career Awareness, *Career Education, Career Planning, *Class Activities, Elementary Secondary Education, *English Instruction, *Resource Materials, Teaching Guides

This practical guide has been created for elementary and secondary school English teachers who wish to incorporate career education in their classroom activities. The guide has two sections, one on teaching ideas and one on resources. The teaching ideas are divided into discussions of career awareness during kindergarten through grade six, career exploration during grades seven through nine, and career preparation during grades ten through twelve. The section on resources lists sources of career education materials (resource inventories, state departments of education, career education information centers, career education publications, interested professional associations, and federal sources of information), resources for the combination of English instruction and career education, general references in career education, and items that reinforce the social importance of career education. (RL)

ED 188 263   CS 502 952

Dickson, W. Patrick Moskoff, Mary

A Meta-Analysis of Referential Communication Studies: A Computer Readable Literature Review.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TP-83

Pub Date-May 80

Grant-OB-NIE-G-80-0117

Note-153p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Children, *Communication Research, *Communication Skills, Comparative Analysis, *Computer Oriented Programs, *Research Design, *Research Methodology, *Research Reports, Speech Communication, Trend Analysis

A computer-assisted analysis of studies on referential communication (giving directions/explanations) located 66 reports involving 80 experiments, 114 referential tasks, and over 6,200 individuals. The studies were entered into a statistical software package system (SPSS) and analyzed for characteristics of the subjects and experimental designs, factors influencing referential communication performance, and changes in research over time. The typical study reported a single experiment in which about 60 white, English speaking, middle class children five to six years old communicated on a single referential task. More than half the reports appeared in the Child Development'' and Developmental Psychology'' journals. Communication performance was strongly related to age but not to sex or verbal ability. The trends since 1960 in referential communication research have been to use younger children in the studies, to examine simpler communication tasks, and to use research designs in which the subjects talk to experimenters rather than other subjects. (The computer breakdown of the studies by various characteristics is included for easy identification of studies with particular properties.) (Author/RL)

ED 188 310 EA 012 759

McCalley, John, Ed.

Diagnosing a School's Readiness for Change: What to Look for When Starting an Innovation.

Santa Clara County Superintendent of Schools, San Jose, Calif.

Pub Date-79

Note-38p.

Available from-Office of the Santa Clara County Superintendent of Schools, Publications Sales, 100 Skyport Drive, San Jose, CA 95110 ($3.00 includes tax and shipping).

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Strategies, *Educational Change, *Educational Innovation, *Educational Strategies, Elementary Secondary Education, School Organization, Validated Programs

Identifiers-*Central California Facilitator Project, *National Diffusion Network

Conditions that influence a school's readiness for change are analyzed in this monograph for the purpose of providing practitioners, especially those who provide assistance to schools, with specific guides for diagnosing readiness for change. The publication is a tool to help school personnel and others make wise and deliberate decisions about adopting or rejecting changes. The first of five sections presents a perspective on schools as social systems composed of individuals and groups interlocked in organized ways. Section two describes some reasons why schools are resistant to change. The third section presents a set of conditions associated with a school's readiness to undergo change. These conditions are grouped into six clusters dealing with (1) accessibility of resources and support, (2) internal press for change, (3) stability of the staff, (4) skill in collaboration, (5) norms about collaboration, and (6) risk-taking. Section four is a discussion of some considerations about collecting diagnostic information. The concluding section presents a list of resources, mostly annotated, for understanding and improving the possibilities of productive change. (Author/MLF)

ED 188 355 EC 124 056

Lutz, Carolyn Hebden And Others

Project AID: Assistance for IEP Development. Project Training Materials, Activities, Evaluation Results, and National and State Surveys. Final Technical Report.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date-Mar 80

Note-317p.; Parts in appendixes may not reproduce well.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Cooperation, Children, *Curriculum Design, *Disabilities, Elementary Secondary Education, Program Descriptions, *Program Design, *Program Development, Surveys

Identifiers-*Individualized Education Programs, Pennsylvania (Montgomery County), *Project AID

The document 80% of which consists of appendixes presents the final report of Project AID (Assistance for IEP Development), designed to assist schools in Montgomery County, Pennsylvania, in the initiation of the individualized education program (IEP) process for handicapped students. Intensive training programs were devised for personnel in each of 22 public school districts and 8 approved private schools at all levels of role positions (including teachers, administrators, and other specialized staff). Apart from training, technical consultation also formed a major part of the project. Specialized IEP forms, miscellaneous publications, and administrative policies for conducting IEPs in different settings were also developed by the project, and are included in the report. Monitoring information is presented on all phases of service that were designed to serve as a role model for the coming years of IEP implementation in such large regional educational service agencies. Efforts aimed at multiagency and multiregional collaboration are also described, along with the results of some extensive surveys of IEP practices conducted at the state and national levels. (Author/DLS)

ED 188 379 EC 124 248

Moss, James W.
Postsecondary Vocational Education for Mentally Retarded Adults.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.; Washington State Div. of Vocational Rehabilitation, Olympia.
Pub Date-80
Grant-5-P01-HD02274; 56-P-50281/0; 59-P-50119/0; 400-76-0119
Note-60p.; The King County Developmental Disabilities Board also provided support. ERIC Exceptional Child Education Report Series, IAP No. 79-9.
Available from-The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts)
Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Food Service Occupations, *Job Skills, *Mental Retardation, *Postsecondary Education, Program Descriptions, *Vocational Education

The author examines the current low level of vocational training for mentally retarded adults and describes a program at the University of Washington in which 63 retarded adults were trained as food service workers. The project was replicated in a collaborative arrangement between a sheltered workshop/activity center and a local hospital. The program involved graduation to on site training in dishwashing, bussing, and utility-maintenance. Specific vocational skills as well as personal and social skills (such as grooming, bus riding, and time management) were emphasized. Training time, cost, and employment statistics are reported, indicating that 35 of 39 persons trained and placed in jobs during the project are currently employed. Among conclusions noted are that mentally retarded adults respond to a direct approach toward terminal employment objectives and that prevocational training for post high school adults may be costly, unnecessary, and nonproductive; that most performance problems can be reduced or eliminated through training; that behavioral standards for mentally retarded adults should be the same as for nonretarded adults; and that there are disincentives in the welfare system for vocational education programs for mentally retarded adults. Recommendations are listed for parents and advocates as well as for educators in secondary and postsecondary schools. (CL)

ED 187 923 CE 025 613

Working for You: A Guide to Employing Women in Nontraditional Jobs.
Wider Opportunities for Women, Inc., Washington, D.C.
Pub Date-79
Note-30p.
Available from-Wider Opportunities for Women, 1511 K St. NW, Washington, DC 20005 ($2.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Employed Women, Employer Attitudes, *Employment Practices, *Females, *Job Placement, *Nontraditional Occupations, Recruitment, Vocational Adjustment

Intended to be used by employers, this guide is an informal survey of Wider Opportunities for Women, Inc.'s experience with a number of employers who have successfully placed women in non-traditional jobs. Employers' stories of successes and failures are presented in four sections: (1) personnel plans and administrative commitment; (2) recruitment strategies; (3) breaking-in time; and (4) the long-term effects of employing women in non-traditional positions. The guide contains photographs of women performing jobs which are nontraditional to their sex and uses direct quotes from employers and placement services to illustrate the points made relative to successful placement practices. A three-page annotated list of resources on women in non-traditional jobs is appended. (MEK)

ED 187 940 CE 025 657

Gallion, Leona M.

Teaching Shorthand. Delta Pi Epsilon Rapid Reader No. 4.

Delta Pi Epsilon, St. Peter, Minn.

Pub Date-80

Note-47p.; For related documents see ED 150 327-329.

Available from-Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, MN 56082 ($3.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, Behavioral Objectives, *Business Education, Business Skills, Course Objectives, Instructional Materials, Media Selection, Secondary Education, *Shorthand, *Student Evaluation, *Teaching Methods, Testing

This guide provides secondary business teachers with ideas for teaching shorthand and evaluating students. Content is presented in six sections. The first section lists seven behavioral objectives for shorthand instruction. Section 2 presents strategies (suggestions) for handling the various components of shorthand instruction and includes discussions of organizing the class, presenting theory, building reading skill, introducing writing, developing dictation-taking ability, introducing transcription, developing transcription ability, and assigning homework. In discussing selection of instructional materials, section 3 focuses on vocabulary-controlled materials, dictation materials, programmed materials, and workbooks. Section 4 considers using audiovisual aids dictation tapes and transparencies as alternatives for shorthand instruction. Section 5 discusses the following areas and tests used for evaluation of student progress: reading, brief/speed form tests, theory tests, dictation tests, and transcription tests. A sample evaluation plan is presented. The last section lists references. An appendix contains a listing of supplementary materials, including speed-building tapes, dictation and test materials, bulletin boards and games, and miscellaneous. (YLB)

ED 188 003 CE 025 786

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-45p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025-872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE, *Restaurants

This teaching unit, Restaurants, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Community and Personal Services Occupations Career Cluster, these nine lessons describe the different kinds of jobs that are necessary to run a restaurant, relate economic growth to changes in eating habits, and relate school-learned skills to those used in restaurant work. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 087 CG 014 484

Jackson, Linda J. Hawkins, Raymond C.

Stress Related Overeating Among College Students: Development of a Mood Eating Scale.

Pub Date-80

Note-37p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980). For related documents see CG 014 451 and CG 014 479.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, Behavior Patterns, Behavior Rating Scales, *Body Weight, College Students, *Eating Habits, Life Style, Self Control, *Self Esteem, *Sex Differences, *Stress Variables, Test Construction

Identifiers-*Mood Eating Scale

The hypothesis that negative emotional life states accompanying life stresses are associated with overeating and weight gain cannot be adequately tested solely by laboratory analogue studies. Naturalistic, short-term longitudinal designs are needed in which individuals susceptible to mood eating can be identified prior to a stressful event and followed up to determine weight changes. College students in two samples completed questionnaires on height, weight, restraint, eating habits, self-image, and life events. Mood eating tendencies, which were more frequently reported by both overweight and normal-weight females than males, were associated with self-monitored dysphoric moods and negative self-evaluations. Subjects with high scores on the Mood Eating Scale were likely to be restrictive dieters reporting binge-eating tendencies and dissatisfaction with weight-related appearance. Results suggest that the Mood Eating Scale is a viable measure of a mediating variable, a cognitive appraisal process intervening between life and weight changes. (Author/HLM)

ED 188 152 CS 005 518

Christopherson, Steven L.

The Effects of Knowledge of Semantic Components of Discourse on Summarizing Text.

Pub Date-Sep 74
Note-7p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, September, 1974).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, *Deep Structure, Discourse Analysis, *Reading Comprehension, Reading Processes, *Reading Research, *Recall (Psychology), Retention (Psychology), *Semantics, Syntax, Undergraduate Students

Sixty undergraduate students read and summarized eight short passages in a study of how semantic components were involved in text comprehension. After the first summary was completed (the naive or untutored summary), the students were assigned to one of three groups. The experimental group was introduced to the semantic components, including agent, event, patient, instrument, result, and descriptive. One control group was tutored in a 'traditional' method, stressing 'topics' and 'main points.' The second control group was untutored throughout the task. When the naive summaries were evaluated, the better summaries contained significantly higher proportions of the semantic component information. Analyses of variance showed that the experimental group summaries were significantly better than the summaries by the traditional and the untutored groups. It seemed clear that the 'natural' categories of semantic components identified certain types of judgments that were more accessible to processing needs than the less natural concepts of 'topic,' 'main points,' 'grammatical subject,' and 'direct object.' Thus, instruction in using semantic categories helped readers sift more efficiently through the potential information in a passage, allowing them to integrate the important information more completely. (RL)

ED 188 173 CS 205 587

Johnson, Robert C.

English for the '80s.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College English, *College Freshmen, Educational Assessment, *Educational Change, *English Departments, *English Instruction, *Futures (of Society), School Surveys, Sentence Combining, Trend Analysis, Writing (Composition)

In an attempt to predict the future of composition instruction in college English departments, this paper first reviews the development of freshman English and the so-called writing crisis and then reflects on the ongoing argument over composition course content. The present state of the English department of a midwestern college is described in the context of a report of the results of a series of sentence combining experiments, the growing recognition of the college's writing lab, and the institution of a campus-wide survey of all undergraduates' writing ability. The results of the survey are listed, indicating that freshman English has a positive effect on students' writing ability. The survey results are discussed as the impetus for the English faculty's developing a six-point position paper. A forecast for future college English departments suggests the probability of an upgrading of and emphasis on the teaching of composition and the building of true'' departments of English and American language and literature. (AEA)

ED 188 197 CS 205 623

Thompson, Billie M.

A Theory of Teacher Change Developed from Teachers of Writing.

Pub Date-79

Note-83p.; Research prepared at Arizona State University. A number of pages may be marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Attitude Change, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Institutes (Training Programs), *Teacher Attitudes, *Teaching Methods, Teaching Models, Teaching Styles, Workshops, *Writing (Composition), *Writing Instruction

Identifiers-National Writing Project, *Writing Research

A study was conducted to determine if and how teachers changed as a result of participating in a National Writing Project summer institute. The study investigated the process of change as based on reports of 16 elementary through college level teacher-consultants who attended the institute. The decision-making operation process of the teachers to try an innovation, adopt, adapt, or reject it was observed through three focused, informal interviews and three surveys developed to elicit the teachers' perceptions without interference in the actual institute experience. A review of the literature on change provided a basis for the research, and a theory of the practical grounded in experience resulted. The study identified the types of changes that are possible and the factors that influence teachers' decision to try or not try a teaching method. (Extensive appendixes include: (1) personal data about the participants, (2) a timetable of research procedures, (3) data collection information, (4) questions developed for the three interviews, (5) pretest and postinstitute evaluation surveys of teaching methods for writing, (6) results of survey data, and (7) a list of goal definitions for teachers of writing.) (AEA)

ED 188 332 EA 012 787

Cendese, W. Ivan

A Naturalistic Study of an Alternative High School.

Utah Univ., Salt Lake City. Dept. of Educational Administration.

Pub Date-80

Note-34p.; Ph.D. Dissertation, University of Utah.

Available from-Department of Educational Administration, 339 Milton Bennion Hall, University of Utah, Salt Lake City, UT 84112 ($1.25; $1.00 for quantity orders)

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Dropouts, *High School Students, *Models, *Nontraditional Education, Program Descriptions, Secondary Education

Identifiers-*Utah (Salt Lake City)

This paper describes an alternative evening high school program for dropouts located in Salt Lake City (Utah). The purpose of the study was to arrive at a descriptive analysis and interpretation of what went on in the alternative school, Valley High School. It describes and analyzes such features as the drop-in program, learning center activities on each day of the week, and the use of structured learning areas. The paper concludes that this alternative high school needs to become accepted by the traditional school community. The establishment of a community advisory council, it says, would help the public see that Valley is attempting to help students function better in traditional society even though it uses nontraditional approaches. (Author/LD)

Smith, Carl R.

Issues to Consider in the Use of Physical Restraint and Time-Out Procedures.

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-39).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Modification, *Behavior Problems, Elementary Education, *Emotional Disturbances, *Ethics, Legal Problems, *Punishment, *Timeout

The author discusses the legal and administrative concerns, best professional practices concerns, and political concerns related to the use of physical restraint and time out procedures with seriously behaviorally disordered children. Among the points made are that the courts may consider such approaches to be cruel and unusual; that direct punishment may fail to inhibit aggression and may actually tend to increase its occurrence; that there is a need to specify the types of behavior with which such techniques are used as well as the age of students with whom they are used; and that information must be provided to a community including the parents of handicapped and nonhandicapped students, other teachers, and others regarding the purposes of these procedures. Appended are time out guidelines. (SBH)

ED 187 831 CE 016 822

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part D. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-54p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, *Child Caregivers, Child Care Occupations, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Job Performance, Job Skills, *Mathematics, *Medical Assistants, *Occupational Information, Reading Skills, *Security Personnel

Identifiers-Adult Competency Education Project, California (San Mateo County)

This first of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Child Care Attendent, Guard, and Medical Assistant. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific tasks with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 848 CE 023 642

Asche, F. Marion Vogler, Daniel E.

Assessing Employer Satisfaction with Vocational Education Graduates. Information Series No. 204.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-80

Contract-300-78-0032

Note-48p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25)

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Policy, *Employer Attitudes, Employers, *Graduates, Identification, *Job Performance, Postsecondary Education, Research Design, *Research Methodology, Research Needs, Research Problems, Secondary Education, Students, *Vocational Education, *Vocational Followup

This review of the literature on employer satisfaction with vocational education graduates is based on a search for representative studies with different methodologies and from different sources. Observations made are organized into four basic categories: (1) theoretical considerations in conducting research; (2) methodological considerations in the design of studies; (3) the identification of vocational students; and (4) the identification of employers. Selected conclusions from this section are these: an accurate measure of employer satisfaction should be developed; universal and workable definitions for terms such as graduates, completers, leavers, and employers must be used; and variances for curriculum and types of programs must be made. Reasons cited and developed in the paper for assessing employer satisfaction with vocational education graduates are to validate worth; identify needed improvements; improve education/employer relations; improve guidance services; bolster recruitment; enhance labor force capability; and satisfy legislative mandates. Five proposed policy and research positions conclude the paper. They include those concerning philosophical issues about the collection of information and the actual collection of information and its subsequent use. (Abstracts of the documents reviewed are appended ten general employer surveys and eighteen employer follow-up studies.) (MEK)

ED 187 884 CE 025 431

Drewes, Donald W. And Others

Vocational E.S.P. Planning System. Planning Vocational Education for Special Populations.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-300-78-0586
Note-602p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Disabilities, Disadvantaged, Educational Planning, *Exceptional Persons, Guidelines, *Management by Objectives, Minority Groups, Needs Assessment, Objectives, Policy Formation, Program Development, Program Evaluation, Resource Allocation, *Statewide Planning, *Systems Development, *Vocational Education
Identifiers-*Management Evaluation Review for Quality, MERQ

This guide for implementing the Vocational Education for Special Populations (ESP) Planning System is designed to assist states in modifying their planning procedures to be more responsive to the needs of special populations. Chapter 1 briefly describes the historical evolution of the concern for those with special needs and the emergence of planning as a rational approach to allocation of resources. The merger of these themes in present vocational education legislation is also discussed, and finally, the organizing framework of the planning model is presented. Chapter 2 presents the self-assessment guide which parallels the criteria contained in the Office of Education's Management Evaluation Review for Quality (MERQ) process. The procedures presented in chapters 3 through 8 are organized around the following six topical areas which categorize the evaluation criteria used in the MERQ assessment of state planning: policy development; needs assessment; goal formation; development of objectives; identification of programs, services, and activities to meet objectives; and allocation of resources. The planning procedures presented are generic to the extent that they do not focus on particular special populations, but rather they can be applied to any special population(s) of concern to the state. (BM)

ED 188 024 CE 025 891

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Note-36p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Self Concept, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on self-awareness is part of the Consumer and Family Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains eight lessons designed to encourage students to examine and become aware of themselves and their environment. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities (which differ from those in CE 025 880, another document on the same subject), and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 045 CG 014 439

Kohn, Patricia

Professional Development for Counselors of Women: A Workshop Model.

Pub Date-11 Apr 80
Note-21p.; Paper presented at the Annual Convention of the National Association for Women Deans, Administrators, and Counselors (64th, Cincinnati, OH, April 9-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, *Counseling Objectives, Counselor Attitudes, *Counselor Client Relationship, *Counselors, *Females, Followup Studies, Program Descriptions, Program Evaluation, Research Projects, *Sex Stereotypes, Skill Development, Workshops

A three-day conference was held to improve counselors' abilities to help female clients respond to changing roles. An extensive evaluation was conducted to determine: (1) the extent to which the workshop changed participants' knowledge, skills, and attitudes regarding women in the work world; (2) how the workshop could be improved; and (3) for what types of counselors this workshop would be beneficial. The conference activities included panel discussions, lectures, small and large group discussions, and review of a videotaped job interview. Overall, 93% of the participants gave the workshop a rating of very good or excellent, citing the panel discussions and the opportunity for discussions with other counselors as particularly effective. One month following the workshop 45% of those responding to a follow-up questionnaire had completed at least one of three goals they had set for creating changes at their worksite. However, there was no measureable improvement in counselors' knowledge, skills, and attitudes as a result of the workshop. Respondents also indicated that the workshop was appropriate for counselors from various backgrounds and worksettings. (Author)

ED 188 067 CG 014 464

Kent, Martha Whalen Blanch, Andrea K.

Competence Is for Everyone. Unit 3: Male and Female. Intermediate Level. (Student Text and Teacher's Edition).

Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-191p.; For related document see CG 014 465.

Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Discriminatory Legislation, Elementary Education, Employed Women, Employment Patterns, *Learning Modules, *Resource Materials, Sex Role, *Sex Stereotypes, *Social Bias, Social Change, Teaching Guides, *Underemployment

Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals, practices of social institutions in education, employment, and the mass media, and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the intermediate grade-level, examines appraisal with respect to gender through activities focused on: (1) identifying personal and societal expectations based on gender; (2) recognizing sex stereotypes protrayed in textbooks and comic books; (3) assessing the status of employed women; and (4) reviewing recent legal changes and their implications for future gender roles. Additionally, a teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 109 CS 005 419

Richardson, Ellis

ISM: The Integrated Skills Method.

Fordham Univ., Bronx, N.Y.
Spons Agency-Office of Education (DHEW) Washington, D.C.
Pub Date-79
Note-87p.; For related document see CS 005 420.
Available from-Interdependent Learning Model, Graduate School of Education, Fordham University, Thebaud Hall-Room 304, Bronx, NY 10458 ($3.00, 40% discount on larger quantity)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basal Reading, *Beginning Reading, Elementary Education, *Integrated Curriculum, Phonics, Primary Education, *Reading Material Selection, *Reading Programs, Reading Readiness, *Reading Skills, Sight Vocabulary, Teaching Guides, Teaching Methods

This teacher's manual is designed to help teachers organize primary level reading instruction according to the particular skill being taught and to integrate lessons from several different sources. Skills are suggested for instruction, and directions and examples are given to aid the teacher in selecting lessons from different reading program materials, such as phonics programs and basal reading programs. Units One through Four contain suggestions for introducing beginning reading skills, including sound blending, picture naming, left-to-right ordering, sight word recognition, oral reading, recall and interpretation, and phonic analysis. Units Five through Seven suggest possible lesson plans for beginning through third grade level readers. Skills discussed in this section include sound blending, letter sounds, sight words, oral reading, phonic relationships, and word meaning. The appendixes contain sample outlines for lessons, guidelines for teachers on organization of the reading program and materials, observation forms for skills lessons, and an observation checklist for use in observing classroom instructional techniques. (MKM)

ED 188 219 CS 205 646

Atwood, Roy Alden

Handwritten Newspapers on the Iowa Frontier, 1844-54.

Pub Date-Aug 80
Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Influences, *Journalism, *Newspapers, *State History
Identifiers-*Frontier History, *Iowa

Journalism on the agricultural frontier of the Old Northwest territory of the United States was shaped by a variety of cultural forces and environmental factors and took on diverse forms. Bridging the gap between the two cultural forms of written correspondence and printed news was a third form: the handwritten newspaper. Between 1844 and 1854 there were at least three handwritten newspapers published in the frontier town of Washington, Iowa. They were the Domestic Quarterly Review,'' the Washington Shark,'' and the Quarterly Visitor.'' Though this genre was not peculiar to the agricultural frontier, the appearance of these particular papers can be understood in terms of their demographic and biographic contexts. During its first 15 years, Washington was without a printing press. The town had developed as an agricultural center rather than as a trade or business center, and because of its relative isolation, its population had remained modest in size. Possibly because of their relative isolation, the editors and their readers turned to the handwritten papers as one means of recreating the cultural world they had known. The editors, who were lawyers, politicians, and educators, may have tried to create a communications environment that could embody their own cultural and professional values and provide a mode of discourse to which they had grown accustomed. (Author/FL)

Benjamin, Gerald, Ed.
Private Philanthropy and Public Elementary and Secondary Education. Proceedings of the Rockefeller Archive Center Conference (North Tarrytown, New York, June 8, 1979).
Rockefeller Univ., New York, N.Y.
Pub Date-80
Note-90p.; Figure 1 may be marginally legible.
Pub Type- Collected Works - Proceedings (021) - Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Case Studies, *Child Development, *Educational Improvement, Elementary Secondary Education, History, *Mental Health, *Philanthropic Foundations, *Public Education
Identifiers-*Kettering Foundation

This book is a collection of papers generated by a 1979 conference sponsored by the Rockefeller Archive Center on subjects germane to its holdings. One purpose of the conference and of the papers that were prepared for presentation to the participants was to devote some attention to the history of philanthropic activities in education. Another purpose was to encourage an exchange of views on current and future trends among a group of foundation executives, scholars, educators, and officials at every level of government, who are committed to the improvement of public elementary and secondary education in the United States. Some of the topics discussed include the goals of foundation activity, case studies of individual philanthropies, equity issues, and educational finance reform. (Author/LD)

ED 187 903 CE 025 569

Gentner, Donald R. And Others

Finger Movements in Transcription Typing. Technical Report, April 1979-March 1980.

California Univ., San Diego. Center for Human Information Processing.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.-ONR-TR-8001
Pub Date-May 80

Grant-N00014-79-C-0323, NR157-437
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Skill Analysis, Skill Development, Skills, Stenographers, Timed Tests, *Typewriting, *Typists

This study filmed a transcription typist and analyzed the finger movements in the resulting motion picture to study how skilled motor movements are programmed and controlled. Findings indicated that a typist's finger movements usually overlapped in time, and the starting times of these movements were highly variable, even when comparing identical sentences. Movements toward keys were often initiated out of the order in which the letters were eventually typed. These results conflict with current models of rapid, well-learned motor movements and suggest instead a multi-level control of movement utilizing feedback or prediction. (LRA)

Minugh, Carol J. Tiger, Miller R.

Extending the Benefits of Vocational Education to Indian Populations. Integrated Planning Package. Research and Development Series No. 183.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-80
Contract-300-78-0032
Note-183p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($15.00)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Abstracts, Agency Role, Alaska Natives, *American Indians, Educational Planning, Hawaiians, *Needs Assessment, Organization, *Organizational Communication, *Program Development, Program Implementation, State Agencies, *Statewide Planning, Surveys, *Vocational Education

Developed for use by state vocational personnel, this integrated planning package contains five sections describing activities that combine to form a unified system for effective planning of vocational programs for American Indian populations. The first section introduces the package, overviews the other sections, discusses state agency involvement and responsibility, presents three alternative organizational structures, and provides a (one-year) time frame. The emphasis of section 2 is on integrating the Indian population into the total state plan. It provides information on four areas: potential problem areas, potential matching funds, suggested activities for inclusion in state plans, and procedures for participating in state-funded programs. Developing a communication network between and among state vocational education agencies, local vocational education programs, and Indian populations is the subject of section 3. Section 4 recommends procedures to guide a state vocational agency in planning, implementing, and utilizing a needs assessment. Topics include steering committees, survey team, community survey, publicity, and survey instruments. (Sample surveys are provided.) Abstracts of successful vocational programs are included in section 5 to assist in the development of programs that specifically address Indian population needs. In-depth studies on seven of these programs provide additional information on program curriculum, financing, staffing, planning, and implementation. (YLB)

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-16p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Music, Musicians, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This junior high teaching unit on careers related to music is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with career opportunities in fields related to music. (The unit is one of five in the series on careers in the fine arts and humanities cluster. For these and junior high units on other clusters, see CE 025 738-765.) (LRA)

ED 187 984 CE 025 767

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-49p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Commercial Art, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to Commericial Art, is one of a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Fine Arts and Humanities Career Cluster, these thirteen lessons explore job opportunities in six areas of commercial art and give educational and equipment needs for a person desiring to enter the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 131 CS 005 492

Galda, S. Lee

Three Children Reading Stories: Response to Literature in Preadolescents.

National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date-80

Note-44p.; Research prepared at New York University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Case Studies, *Cognitive Development, *Critical Reading, Elementary Education, Grade 5, *Literature Appreciation, *Reading Habits, Reading Interests, Reading Research

Identifiers-*Reader Response, *Transactional Criticism

A study was designed to formulate a taxonomy of the literary response processes of children. Three fifth grade girls reading above grade level were asked to read two books that treated a common subject (the death of a child) in different ways. Interviews with the children were recorded so that their literary responses could be analyzed for emergent categories of discussion, total words uttered, turns taken during conversation, interruptions, percentages of conversations within the categories of R. F. Bales's classification for interaction process analysis, and percentages within Alan Purves's categories of literary response. These data indicated that the girls' patterns of response promoted and inhibited their approaches to a text. There was evidence for Louise Rosenblatt's contention that the reader and the text transact to create the work of art. There were as many stories created as there were readers in the study, but those stories were still socially exchangeable. The study also confirmed Arthur Applebee's findings about a child's concept of story by applying his model at the case study level. The general patterns that Applebee found across several responses were observable within the responses of the three readers; and the separation of evaluation and the creation of an evaluative hierarchy seemed both necessary and appropriate. (RL)

ED 188 174 CS 205 588

Thomas, Gordon K.

Teaching Without Authorship 'Meum' and 'Tuum.'''

Pub Date-Apr 80
Note-10p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English Instruction, *English Literature, *Instructional Innovation, *Literature Appreciation, *Poetry, *Poets, Teaching Methods
Identifiers-Coleridge (Samuel Taylor), Wordsworth (William)

In an instructional experiment in poetry in a college English literature course, chronology of publication and labels of authorship were ignored in the study of Wordsworth and Coleridge's Lyrical Ballads.'' In the original plan for the Lyrical Ballads,'' Coleridge was to supply poems treating supernatural elements as real, while Wordsworth was to give ordinary subjects the charm of novelty'' so as to invest them with supernatural feeling. In the instructional experiment, complementary poems were studied together, stripped of textbook apparatus, editorial explication, authors' biographies, and background events. A benefit of the approach was the students' realization that great poetry has been produced by writers working to submerge their own distinct identities to achieve an associate labor.'' (DF)

ED 188 242 CS 205 674

Blood, R. Warwick
Competing Models of Agenda-Setting: Issue Obtrusiveness vs. Media Exposure.
Pub Date-Aug 80
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Journalism, Mass Media, *Media Research, *News Media, Newspapers, *Political Attitudes, Public Opinion, Television
Identifiers-*Agenda Setting

This study was undertaken to test the hypothesis that the media emphasis of issues serves to set the agenda of public awareness of those issues. Data were obtained from telephone interviews during the 1976 United States Presidential campaign from 658 voters in Pennsylvania and California. The issues of unemployment, inflation, and crime were selected for analysis, and personal involvement with the issues was determined; groups were also divided into those with high and low amounts of exposure to both newspapers and television. Results indicated that the salient issues were unemployment, inflation, and crime, in that order; that for people with little media or personal contact with an issue there was also little awareness of the issue; and that people with high contact with an issue determined its importance without using the media, but they were exposed to a diverse media agenda, which may have pulled attention away from personal experience. (DF)

ED 188 264 CS 502 954

1979 Annual Report.
Corporation for Public Broadcasting, Washington, D.C.
Pub Date-80
Note-38p.; Small print may not be legible.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Radio, Educational Technology, *Educational Television, Mass Instruction, Mass Media, Programing (Broadcast), *Public Television, Radio, Television
Identifiers-*Corporation for Public Broadcasting

This report presents the activities of the Corporation for Public Broadcasting for 1979. Sections deal with the following topics: telecommunications activities, including public radio, educational television, the program fund unit, educational activities, and the children's program project; planning and research, including communication and engineering research; human resources development, including minority and women's affairs; training and development, reporting the training grant program for inservice training for women and minorities; satellite technology for radio; and financing public broadcasting, reporting on the Corporation's compliance with the Public Telecommunications Act of 1978. A list of current board members, graphic presentations of data, the financial statement, and a list of grants, contracts, and awards are included. (DF)

Kane, Roslyn D. And Others
Sex Discrimination in Schools: Evaluating Employment Practices.
Institute for Women's Concerns, Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-76
Note-158p.; An occasional paragraph may be marginally legible.

Available from-EDC/WEEAP Distribution Center, 55 Chapel St., Newton, MA 02160 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Administrators, *Affirmative Action, Case Studies, Civil Rights Legislation, Elementary Secondary Education, *Employed Women, Employment Practices, *Equal Opportunities (Jobs), Females, Fringe Benefits, Questionnaires, Records (Forms), Salary Wage Differentials, School Districts, *Sex Discrimination, Sex Fairness, Tables (Data), Teacher Promotion, *Teachers

This guide outlines how school districts can identify sex discrimination against women teachers and women administrators in their employment practices. It offers step-by-step instructions for collecting and analyzing data relevant to hiring patterns, promotional processes, salary, and fringe benefits. The first section of each chapter provides background information to determine why an issue is an important factor in determining if discriminatory practices are occurring. The second section of each chapter serves as an example of a hypothetical school situation. Finally, the third section of each chapter provides specific instructions to follow in an examination of discriminatory practices. Worksheets to record findings are provided. (Author/LD)

ED 188 333 EA 012 788

Heffernan, Joseph

The Impact of Negative Income Tax on Participation in Electoral Politics.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-IRP-DP-556-79
Pub Date-Dec 79
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizen Participation, Guaranteed Income, *Income, *Political Influences, Politics, Rural Population, Taxes, *Voting
Identifiers-*Income Maintenance, *Rural Income Maintenance Experiment

This paper reports on the impact of the Rural Income Maintenance Experiment on participation in the electoral process. Paradigms of the left and of the right predict dramatically different consequences of universal income supplement, the left wing seeing such a program as essential for minimal democratic processes while the right sees in universal income supplements the seed for the destruction of democratic institutions. The empirical data reported here, based on the two statewide elections that took place during the course of the experiment, show that families receiving negative income tax payments were neither pushed toward nor withdrawn from participation in electoral processes. Race, education, age, and nonpolitical community involvement so dominated the predictors of participation that the income changes induced by the experiment had little observable impact. Neither the size of the transfer nor the availability of the transfer were found to be significant. (Author)

ED 188 380 EC 124 249

Miller, Patricia S.

Competency Development Scale for Teachers of Exceptional Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Council for Exceptional Children.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-400-76-0119

Note-45p.; ERIC Exceptional Child Education Report Series, IAP No. 79-1.

Available from-The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts)

Pub Type- Tests/Questionnaires (160) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, *Evaluation Methods, *Teacher Evaluation, *Teaching Skills

The Competency Development Scales (CDS) for teachers of exceptional children is described as an instrument to evaluate teacher skills and aid in subsequent planning of appropriate inservice training. The CDS consists of five major skill areas: general competence (such interpersonal skills as enthusiasm, responsibility, patience, and communication); assessment, objectives, and curriculum planning; teaching/learning situation (direct teaching and behavior management); evaluation and records; and parent involvement. Competencies are rated on a 5 point scale. (CL)

ED 188 404 EC 124 364

Kinda, Crystal L., Comp. Hand, Leslie, Comp.

Art/Dance Developmental Chart.

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-74).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Art Expression, Cognitive Development, *Creative Expression, *Creativity, *Dance, Developmental Stages, Early Childhood Education, Elementary Education, Learning Activities, Movement Education

Identifiers-Piaget (Jean)

A developmental chart of dance and art is presented according to Piaget's three stages of mental development: intuitive thought, concrete operations, and formal operations. Development is charted for dance/movement and art beginning with a sensorimotor unit (1 to 3 years), through self awareness (3 to 5 years), motor skills (5 to 7 years), form (7 to 8 years), improvisation (10 to 12 years), communication (12 to 15 years), and social-emotional (15 to 21 years) development. The remainder of the document is composed of suggested creative experiences in both art and dance/movement for specific age levels. The chart and activitiy suggestions are said to be designed to show logical progression in the arts, the use of the arts to reinforce other learning, and opportunities for discovering and developing individual creativity. (CL)

Greenberg, Paul D. Glaser, Edward M.

Some Issues in Joint Union-Management Quality of Worklife Improvement Efforts.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Pub Date-80
Note-95p.
Available from-W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Ave., Kalamazoo, MI 49007 ($4.00; quantity discounts available).
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Collective Bargaining, Conference Proceedings, *Cooperative Planning, *Decision Making, Employee Attitudes, Employees, Employer Attitudes, *Employer Employee Relationship, *Human Factors Engineering, Humanization, Job Development, Job Satisfaction, Participation, Program Design, *Quality of Life, Unions, *Work Environment

This publication summarizes the proceedings of the Conference of Union Officials on Issues Related to Labor-Management Cooperation in Quality of Worklife (QWL) Improvement Efforts (March 1979) and subsequently treats issues that emerged in more detail. Chapter 1 provides a general introduction to QWL. A summary of the Washington, D.C. conference appears as chapter 2. Chapters 3-5 extend the treatment of these controversial issues definition of QWL, objectives, structures, union and management roles, public policy implications, scope of a QWL effort, payoff, QWL in relation to union organizing, analysis of QWL failures, relationship between QWL and collective bargaining, and union and management initiatives. Chapter 3 presents the views of ten management people on issues and viewpoints expressed by trade unionists. Chapter 4 analyzes major concerns definition and objectives, union attitudes, relationship with collective bargaining, conditions associated with success/failure, and prognosis for joint efforts with reference to the QWL literature. Some policy implications relating to joint union-management QWL improvement efforts are developed in chapter 5. The needs for national commitment, active role of federal government, labor-management dialogue, education, and research are addressed. (YLB)

ED 188 004 CE 025 787

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-39p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Architects, *Building Design, *Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Architects and Building, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Industrial and Construction Occupations Career Cluster, these ten lessons explore the role of the architect in the planning and construction of a building and skills necessary to become an effective architect. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 356 EC 124 087

Redick, Sharon Smith Lazzell, Kathaleen M.

The Handicapped: Our Mission.

Home Economics Education Association, Washington, D.C.
Pub Date-78
Note-29p.; Paper presented at the Annual Meeting of the Home Economics Education Association (1978).
Available from-Home Economics Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036 ($2.00)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitudes, *Disabilities, *Home Economics Education, Home Economics Teachers, *Mainstreaming, Teaching Methods

The role of home economics education in serving mainstreamed handicapped children is examined. In the first section, implications of mainstreaming for home economics teachers are addressed in terms of helping students develop independence. Suggestions for teaching mainstreamed students are briefly discussed. A second section deals with attitudes toward disabled and handicapped students and includes information on causes and effects of disabilities. Listings of resources and agencies conclude the document. (CL)

ED 187 866 CE 025 102

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Section III: Energy Audit Preparation.

Indiana Univ., South Bend. Center for Energy Conservation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-97p.; For related documents see CE 025 099-103 and CE 025 105.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Behavioral Objectives, Conservation Education, Core Curriculum, Cost Estimates, *Costs, Course Descriptions, *Efficiency, Employment Opportunities, *Energy, *Energy Conservation, Experiential Learning, *Extension Agents, Field Trips, Fuels, Instructional Materials, Job Skills, Learning Activities, Observation, Paraprofessional Personnel, Postsecondary Education, Power Technology, *Practicums, Surveys, Tests, *Use Studies, Vocational Education
Identifiers-Energy Audits, Energy Extension Agents

This third of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and four modules: Energy Cost Calculations, Energy Use Survey: Procedure and Techniques, Field Observations (Practicum), and Energy Use Surveys (Practicum). The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. Purpose of the modules is to enable students to conduct energy use surveys on residential or light commercial structures which include (1) surveying all systems in a structure, (2) calculating energy use and costs, (3) recommending appropriate energy conservation changes, (4) figuring payback on investment, and (5) reporting to owner of structure so that he can make effective use of the information. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also included in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project see Note. (YLB)

ED 188 088 CG 014 485

Mannarino, Anthony P. And Others

Evaluation of Social Competence Training in the Schools.

Pub Date-80
Note-21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), *Behavior Change, Behavior Problems, Classroom Research, *Emotional Disturbances, *Interpersonal Competence, *Intervention, *Peer Evaluation, Primary Education, Program Descriptions, Program Evaluation, Skill Development, Small Group Instruction, Social Behavior, Training Methods

The usefulness of problem-solving training with emotionally troubled students and of peer ratings as an index of change was investigated to determine the success of an early intervention program. During a 14-week period, advanced undergraduates (N 6) conducted a small-group intervention program focused on social skills training for 32 maladaptive students. Comparisons between pre- and post-intervention data indicated that children in the program made significantly greater gains in classroom adjustment and in peer acceptance than did a control group. Results suggest that an interpersonal problem-solving model can be used effectively as an intervention strategy with high-risk primary grade children. (Author/HLM)

ED 188 153 CS 005 519

Nichols, Roy D., Jr.

A Comprehensive Approach to Reading Improvement.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, Low Achievement, Mastery Learning, Program Descriptions, *Program Development, Program Effectiveness, Publicity, *Reading Achievement, Reading Diagnosis, *Reading Improvement, *Reading Programs, Reading Skills, Records (Forms), Sequential Approach, *Skill Development

Identifiers-*Alabama (Birmingham)

A reading program implemented in the Birmingham, Alabama, public schools in 1974 has produced increases in reading achievement in each of the years it has been used. Prior to 1974, the average Birmingham student's standardized reading test scores ranged from two months below the national average at the end of first grade to one year and nine months below the national average at the end of seventh grade; in 1979, the average achievement for each grade level was a full half year above the 1973-74 levels. The reading program that was developed involved the following components: (1) a widely publicized commitment to reading by the school system; (2) inservice teacher training; (3) reliance on a system based on the concept of mastery learning; (4) use of an eclectic instructional approach providing for variations in instructional materials and time tables according to individual children's needs; and (5) development of a continuum of reading skills, accompanied by pretests and posttests for each skill and by record keeping forms, to help teachers keep track of what each student has mastered. Evaluations of the program have indicated its successes and have pointed to areas in which improvement is needed. (GT)

ED 188 198 CS 205 624

Carroll, Joyce Armstrong

Process Into Product: Awareness of the Composing Process Affects the Written Product.

Pub Date-79
Note-54p.; Research prepared at Rutgers The State University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Research, *Program Effectiveness, Secondary Education, *Teacher Education Programs, *Teacher Effectiveness, Teacher Improvement, Teaching Methods, Writing (Composition), *Writing Instruction
Identifiers-*New Jersey Writing Project, *Writing Research

It was hypothesized that teacher participation in the New Jersey Writing Project (NJWF) would improve student writing performance. Eight NJWP school districts and seven control school districts contributed data on 225 high school student writers. Postwriting sample scores served as the dependent variable, while type of group (NJWF/control), socioeconomic status, sex, and prewriting sample scores were the independent variables. Multiple regression analysis produced significant results, indicating that NJWP training in writing as a process was a potent influence on the development of writing ability. Students of teachers so trained showed significant and important increases in their writing performance. The correlation of coefficients among the independent variables showed that socioeconomic status was a significant predictor of pretest scores but had no effect on posttest scores. Females had significantly higher scores overall, but sex had no effect on postwriting when prewriting effects were controlled. Grade level had no correlation with either pretest or posttest scores. The effect of teacher and type of course produced confounding results, because of the difficulty in separating them for analysis. The data nevertheless suggested that the isolated teaching of basic skills might prove counterproductive, and that writing instruction without the benefit of varying contexts and registers for stimuli might not yield desired results. (RL)

ED 188 288 EA 012 718

O'Reilly, Robert C.

Racial Desegregation in Schools and Evolving Law: The 1980s. Revised.

Pub Date-Jan 80

Note-16p.; An ETV script for TV classroom Administering Schools in the 1980s.''

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Busing, *Desegregation Litigation, *Racial Integration, Racially Balanced Schools, *Racial Segregation, *School Desegregation, School Districts

Identifiers-Swann v Charlotte Mecklenburg Board of Education

Court cases dealing with school desegregation have become increasingly complex over the years. The major portion of this paper highlights six of those cases, which provide a picture of the shifting positions of the federal judiciary on the subject. The purpose of the discussion is to allow school administrators to incorporate the current law into school district practice. Specific problems connected with school desegregation, like the problem of busing, are also explored. The paper concludes that educational administrators have played a key role in helping racial minorities in the past two decades. It recommends that new forms of cooperation be developed among a variety of educational agencies. (Author/LD)

ED 187 885 CE 025 441

Executive Summary of the National Conference on Combatting Sex, Race, and Handicap Stereotyping in Career Choice.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-AIR-75101-2/80-TR
Pub Date-Nov 79
Contract-300-78-0471
Note-29p.; For related documents see CE 025 442-443.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Stereotypes, *Career Choice, *Career Education, Conferences, Disabilities, Educational Resources, Elementary Secondary Education, Ethnic Stereotypes, Organizations (Groups), *Program Development, *Program Implementation, Racial Attitudes, Sex Stereotypes, *Stereotypes

This report summarizes the major events of the National Conference on Combatting Stereotyping in Career Choice and presents concrete ideas and recommendations for future action. It is organized by the following major sections: (1) How Does Combatting Stereotyping Fit in with Career Education?, which includes comments made in the keynote speeches of Dr. Kenneth Hoyt, Director, and Dr. Sidney High, Director of Programs, U.S. Office of Education; (2) What Is Currently Being Done to Combat Stereotyping through Career Education?, which notes results of the American Institutes for Research (AIR) national search for successful efforts in each of the three areas (sex, race and handicap) and the efforts in individual states reported by state coordinators; and (3) Organizations that Can Help, a synopsis of the roles and activities, recommendations, and ways each organization could help combat stereotyping. Names and addresses of conference participants (state coordinators of career education) and invited speakers and program developers are appended. (MEK)

ED 188 025 CE 025 892

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-34p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, *Education Work Relationship, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This teaching unit on introducing work is part of a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains six lessons designed to help students become aware of their own educational experiences as they relate to realistic situations and of the relationships between school-learned skills, career preparation and daily living. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 046 CG 014 440

Roy, Marjorie Brown

Women in Jail: Problems, Programs and Resources.

Springfield YWCA, Inc., Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-167p.

Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($3.50)

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agency Role, *Citizen Participation, *Community Involvement, *Correctional Education, Correctional Rehabilitation, *Females, Prisoners, Program Descriptions, *Program Development, Public Agencies, Vocational Rehabilitation, Volunteers

Identifiers-*Prison Reform

This manual is designed to assist those individuals or groups responsible for developing educational and vocational programs for women in jail. The first section identifies the needs and problems of women in jail, focussing on discrimination against poor women unable to afford bail, the nonviolent nature of women's crimes, and the inequity of jail programs and facilities. The second section offers a range of programmatic models from federally-funded to volunteer efforts. The programs are presented in terms of their particular emphases, i.e., health, education, children, vocational training, work/education release, recreation, alternatives, and aftercare; a list of resources for each type of program is also included. The third section describes the Female Offender Program in Hampden County, Massachusetts, including program design, staff training, accomplishments, problems, funding, and recommendations. A resource list of organizations across the country working on behalf of female offenders and criminal justice reform and a bibliography are also provided. (Author/HLM)

ED 188 220 CS 205 647

Huffman, John L. Trauth, Denise M.

Freedom of Expression in Public High Schools Since Ginsberg'' & Tinker.''

Pub Date-Aug 80
Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Censorship, Constitutional Law, *Court Litigation, *Freedom of Speech, Literature Reviews, School Newspapers, Secondary Education, *Secondary Schools, *Student Publications, *Student Rights

A review of the related cases that have been adjudicated in the United States Circuit Courts of Appeals in the decade since Ginsberg v. New York'' and Tinker v. Des Moines Independent School District'' reveals that the courts are not in agreement in delineating the First Amendment publication rights of high school students. Different circuit courts are moving in different judicial directions, each relying on its own interpretation of the standards proposed by the United States Supreme Court in Ginsberg'' and Tinker.'' As a result, there exists a wide spectrum of constitutional interpretation in this area, ranging from sharply limited rights to virtually full First Amendment rights for students. Until such time as the Supreme Court sees fit to clarify its stand and explicate the area of students' First Amendment rights, the power of school authorities in regard to the rights of students will depend to a large extent on the developed law in each individual court. (FL)

ED 188 357 EC 124 111

Reynolds, Maynard C., Ed.

Social Environment of the Schools. What Research and Experience Say to the Teacher of Exceptional Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Council for Exceptional Children.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-76-0119
Note-101p.
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 ($6.25)
Pub Type- Collected Works - General (020) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Classroom Environment, Classroom Observation Techniques, Classroom Techniques, Cross Age Teaching, *Disabilities, Elementary Secondary Education, Instructional Materials, *Mainstreaming, Peer Teaching, *Social Attitudes, *Social Development, *Social Environment, Tutoring

Five author contributed chapters explore the social environment of the schools as it relates to mainstreaming handicapped children. M. Reynolds discusses The Changing Social Environment'' in the first chapter. Emphasis is placed on the use of developmental scales in the organization of improved schools. The Social Integration of Handicapped Students Into the Mainstream'' by R. Johnson and D. Johnson examines the rationale for mainstreaming; the processes of making social judgments, accepting, and rejection; self attitudes of the handicapped; and cooperative interaction among and between students and teachers. N. Sprinthall and B. Blum in Peer and Cross Age Teaching Promoting Social and Psychological Development in Mainstream Classes'' present twelve lessons designed to teach tutoring skills and help tutors process experiences. Suggestions for Creating Positive Classroom Environments'' by R. Hlidek outlines such procedues as group reinforcement and relationship building activities. The final chapter by F. Wood, Observing Skills for Teachers,'' deals with the observation of students in complex school environments. (PHR)

ED 157 832 CE 016 823

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part E. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-118p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, *Animal Caretakers, *Auto Mechanics, Basic Skills, Behavioral Objectives, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, *Grounds Keepers, Job Performance, Job Skills, *Mathematics, *Occupational Information, Reading Skills

Identifiers-Adult Competency Education Project, California (San Mateo County), Mufflers, Tires

This second of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Groundskeeper, Animal Keeper, Tire Repairperson, Muffler Installer, and Garage Mechanic. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific tasks with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 849 CE 023 694

Lynch, James H.

Two Models for Pre-Retirement Education.

Oregon Univ., Eugene. Center for Gerontology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Mar 78
Grant-R01-MH-23949
Note-144p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Adult Programs, *Educational Gerontology, Learning Activities, Models, *Program Content, *Program Design, *Retirement, Small Group Instruction, Workshops
Identifiers-University of Oregon Center for Gerontology

Intended primarily for students of the Education for the Retirement Years training workshops (University of Oregon Center for Gerontology), this manual for pre-retirement education facilitators is a practical guide to the methodological concepts discussed and demonstrated during the on-campus training. Chapter 1 offers a brief statement on pre-retirement education content, including references to foundational readings whose broader theoretical and research perspectives can illuminate the content issues for the prospective program leader. Content issues continue to take on definition in the more protracted discussions of methodology in chapters 2-3. Chapter 2 presents a framework for considering the variety of program methods currently applied in pre-retirement education, as well as a general historical perspective on the development of various design concepts. Chapter 3 provides outlines and leader guidance for the two models being demonstrated at the Center the small-group interaction model and the multi-group workshop. Consideration of different time arrangements and topical sequencing becomes a part of that discussion. Forms and exercises are included. Appendixes include an extensive reading list in the subject matter and an annotated list of films of gerontological interest. (YLB)

Halasz-Salster, Ida And Others

Brief Case Histories of State Dissemination Program Articulation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Grant-OB-NIE-G-78-0211
Note-68p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Articulation (Education), Case Studies, Comparative Analysis, Cooperation, *Information Dissemination, *State Departments of Education, State Surveys, *Vocational Education
Identifiers-Illinois, Indiana, Michigan, South Carolina, Texas, Utah

Site visits were conducted at six state departments of vocational education (Texas, Illinois, Utah, South Carolina, Michigan, and Indiana) to assess the level of articulation with related educational dissemination agencies. These states represented a variety of settings which illustrated the effects of geography, population size, levels of past and present educational dissemination activity, awareness and usefulness of an approved state plan, and physical proximity of staff members on the levels of articulation. It was observed that articulation is greatly enhanced when the amount of informal communication between staff members is high. Formal interagency agreements are not a guarantee of cooperation, although periodic communication and meetings are essential to maintain awareness. Generally there is a lack of funds to adequately use existing resources. Streamlining of organizational personnel structuring would greatly facilitate present levels of articulation. The overall level of articulation in these states is not high, but, it was noted that there is great willingness to participate and increase the amount of articulation. (The six case histories are presented individually.) (Author/LRA)

ED 187 962 CE 025 745

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-15p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Airplane Flight Attendants, Project CHOICE

This junior high career teaching unit on the flight attendant is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with the occupation of flight attendant. (For junior high units on other careers see CE 025 738-765.) (LRA)

ED 187 985 CE 025 768

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, *Insurance Occupations, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Insurance, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Business and Office Occupations Career Cluster, these seven lessons introduce terminology related to insurance occupations, discuss advantages and disadvantages of insurance sales work, and review training and licensing procedures. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 068 CG 014 465

Kent, Martha Whalen And Others

Competence Is for Everyone. Unit 3: Male and Female. Upper Level. (Student Text and Teacher's Edition).

Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-215p.; For related document see CG 014 464.

Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Discriminatory Legislation, Elementary Education, Employed Women, Employment Patterns, *Learning Modules, *Resource Materials, Sex Role, *Sex Stereotypes, *Social Bias, Social Change, Teaching Guides, *Underemployment

Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals, practices of social institutions in education, employment, and the mass media, and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the upper elementary level, examines appraisal with respect to gender through activities focussed on: (1) identifying personal and social expectations based on gender; (2) recognizing sex stereotypes portrayed in textbooks and comic books; (3) assessing the status of employed women; and (4) reviewing recent legal changes and their implications for future gender roles. Additionally, a teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 110 CS 005 420

Richardson, Ellis
DAD: A Direct Approach to Decoding.
Fordham Univ., Bronx, N.Y.
Spons Agency-New York State Dept. of Mental Hygiene, Albany.
Pub Date-79
Note-77p.; For related document see CS 005 419.
Available from-Interdependent Learning Model, Graduate School of Education, Fordham University, Thebaud Hall-Room 304, Bronx, NY 10458 ($4.00, 40% discount on larger quantity)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Beginning Reading, *Decoding (Reading), Elementary Education, *Phonics, *Reading Instruction, Teaching Guides, Teaching Methods, *Word Study Skills

This teacher's guide for teaching decoding contains suggestions for teaching letter sounds and short vowel trigrams; words and syllables with long vowels; consonant blends and some digraphs; some common prefixes, suffixes, and irregular word parts; and dipthongs and vowel digraphs. Each of the five chapters contains several skills to be taught. For each skill listed there is a behavioral objective; a discussion of content, purpose, and teaching procedures; and suggestions for testing mastery. (MKM)

Garber, Marianne Daniels

An Examination and Comparison of Selected Cohesive Features Found in Child-Produced Texts and Beginning Reading Materials.

Pub Date-79
Note-35p.; Research prepared at Georgia State University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basal Reading, *Beginning Reading, *Child Language, Discourse Analysis, *Language Research, Language Skills, *Language Usage, Primary Education, *Readability, Reading Comprehension, *Reading Materials, Reading Research
Identifiers-*Cohesion

A study was undertaken to investigate the nature of the cohesive features found in the language of selected first grade students and to study and compare the cohesive features of language samples in the beginning level of three widely used reading series to those found in the language of the children for whom they are intended. In the first part of the study, language samples were obtained from six first grade students. Each student participated in a total of six language situations developed to elicit a wide variety of language use. From the language produced, 36 samples were drawn to form an information base for the study. For the second part of the study, selections from the Scott, Foresman Basics in Reading; Houghton-Mifflin Reading Series; and Ginn Reading 720 series were analyzed to determine the nature and occurrence of the cohesive ties used. This data, together with the data collected in the first part of the study, were used to compare the presence and frequency of occurrence of cohesive features in the child-produced texts and in the language samples of the beginning reading series. The study provided evidence of the applicability of a framework of cohesive analysis for gathering information about the textual schema of children and suggested the presence of cohesive ties in children's langauge. The study also established the use of cohesive ties in three beginning reading series. (FL)

ED 188 175 CS 205 590

Rothmel, Steven Zachary

Technical and Creative Writing: Common Process, Common Goals.

Pub Date-Mar 80

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, Course Objectives, *Creative Writing, Higher Education, Interdisciplinary Approach, *Technical Writing, Writing Instruction, *Writing Skills

Creative writing and technical communication are distinct yet similar forms of writing that require time, patience, and disciplined creativity to be effective. Other qualities shared by these two writing forms that should be emphasized in technical writing courses are: (1) effective information sharing, a process that depends on audience analysis, organization, word selection, and sentence structure; (2) lively prose, achieved through the use of coherence, clarity, naturalness, and creativity; (3) flexible style that adheres to the conventions of correct spelling and punctuation; (4) organizaton and logical development of ideas; and (5) precise language shaping. Readability should be the primary objective for both kinds of writing. (AEA)

ED 188 243 CS 205 675

Fleener, Nickieann

Using Sponsored Films to Tell the Story: A Contribution of The Hampton Institute to the Evolution of Public Relations Practice in Higher Education, 1900-1917.

Pub Date-Aug 80
Note-47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Colleges, Case Studies, *Educational History, Film Production, *Films, Fund Raising, Higher Education, *Media Research, *Publicity, *Public Relations, Racial Relations, Research Methodology

The use of promotional films by the Hampton (Virginia) Normal and Agricultural Institute between 1900 and 1917 is examined in this paper. The paper first traces the problems faced by Hampton and other private southern black schools during the early twentieth century and describes Hampton's extensive promotional efforts designed both to improve race relations and to raise funds. It then discusses the following topics: (1) vehicles other than film used by Hampton in its early promotional campaigns, (2) Hampton's financial commitment to its campaigns, (3) Hampton's decision to produce its own films, and (4) the type of early films produced by the Institute and their place in its campaigns. It describes several films in detail and relates how one film was used as an epilogue to D. W. Griffith's controversial film The Birth of a Nation'' to stress black progress since Reconstruction. The paper concludes that the Hampton campaigns helped the Institute move toward accomplishing its goals, although the addition of the Hampton film to The Birth of a Nation'' generated a large amount of negative comment, and that Hampton contributed significantly to the evolution of public relations practices in education. The paper includes an analysis of the effectiveness of case study methodology in research into public relations history. (GT)

ED 188 265 CS 502 955

Becker, Samuel L. Ekdom, Leah R. V.
That Forgotten Basic Skill: Oral Communication.
Pub Date- 79
Note-27p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Research, Communication Skills, *Curriculum Development, *Educational Needs, *Educational Research, *Higher Education, *Speech Communication, *Student Needs

The results from several studies indicate clearly that students, alumni, and employers of college graduates are far more aware of the importance of a wide range of oral communication skills than are college faculties and administrations. The belief that students develop sufficient oral communication skills before coming to college, or that they can develop them adequately without substantial formal training at the college level, is belied by the results of these many studies of students, alumni, and employers. If the need to maintain balanced speech programs (emphasizing both skills and nonskills courses) is recognized and acted upon, the results of these studies can help in many ways. The results can be used to support the need to build and maintain strong programs of speech communication and strong oral communication components in the general education requirements. Advisers who are aware of the results can do a better job of directing students into elective courses in speech communication, courses that can serve the students' professional needs. Perhaps most important of all, the results should provide some guidance to speech communication teachers who are searching for ways to strengthen curricula and make their courses more useful to students. (RL)

ED 188 334 EA 012 789

David, Martin

The Use of Attitude Surveys in Determining Tax Policy.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-IRP-DP-535-79
Pub Date-Oct 79
Note-51p.; Paper presented at the Annual Meeting of the International Association of Public Finance (September 1979).
Pub Type- Speeches/Meeting Papers (150).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitude Measures, Finance Reform, Property Taxes, *Public Opinion, Public Policy, Research Methodology, Surveys, *Taxes
Identifiers-Wisconsin

Studies of attitudes toward taxation have been deficient in producing reliable measures of support for tax reform. This article documents some of the problems in making measurements and points to the necessity for measurements to fill the existing gap in policy-relevant information. A methodology for identifying the relationships between attitudes toward tax structure and demographic characteristics is presented and tested using data collected on a probability sample of the Wisconsin adult population in 1978. The study concludes that it is extremely important to screen responses for inconsistent and uninformed persons before attempting multiple variable analysis of the data. It is hypothesized that responses from informed and consistent respondents are stable over time; they constitute an important input in the design of tax reform programs. The paper includes a bibliography of major United States studies of attitudes toward taxation and work in this field to date. (Author)

ED 188 005 CE 025 788

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 78

Note-37p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, *Transportation, Units of Study

Identifiers-Project CHOICE, *Water

This teaching unit, Water Transportation, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Transportation Occupations Career Cluster, these seven lessons discuss both the importance of and the various types of water transportation and describe a number of water transportation career opportunities in the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 089 CG 014 486

Bertilson, H. S. Lien, S. K.

A Comparison of Reaction Time and Interpersonal Communication Tasks for Testing the Effectiveness of a Matching Strategy in Reducing Attack Instigated Aggression.

Pub Date-May 80

Note-25p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980). Some figures of marginal reproducibility.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, Behavior Patterns, *Communication Problems, Comparative Analysis, *Competition, Females, *Performance Factors, *Reaction Time, *Responses

Certain characteristics of a Taylor (1965) competitive reaction time task contribute to a lack of awareness of contingencies that exist between two aggressors. The opponent's contingent response to the subject's specific shock setting may be obscured by the reaction time competition, thus concealing the matching contingency. Nine separate steps must occur between a subject and an opponent in order to communicate a matching contingency when using the competitive reaction time task. This is also true in the study of human aggression vis-a-vis reaction time tasks using an adaptation of Hokanson, Willers, and Koropsak's (1968) interpersonal communication paradigm. Application to aggression of social learning theory suggests that persons who have a high expectation that their aggressive behavior will result in retaliation will be less aggressive than persons who do not expect retaliation. It was hypothesized that subjects who were likely to recognize the matching contingency more rapidly in the communication task would reduce their shock settings more rapidly during the communication task than during the reaction time task. Female college students (N 10) participated in a series of 25, 20-second trials and then completed a questionnaire to assess suspicion of their opponent and how they set their subsequent shock strategies. An analysis of variance for the last trial of the attack phase and the first three trials of the matching phase revealed the predicted interaction of task and trials, thereby supporting the hypothesis. (Author/HLM)

ED 188 289 EA 012 719

Olson, John R.

A Three Phase Program to Curb Vandalism and Theft in Schools.

Pub Date-1 May 80

Note-16p.; Table 2 may not reproduce clearly due to small print of original document.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making, Elementary Secondary Education, *Models, Program Descriptions, Records (Forms), *School Vandalism, *Stealing, *Student Behavior

Identifiers-*Kohlberg (Lawrence), *Wisconsin (Madison)

This paper describes a three-phase program for curtailment of vandalism and theft that was implemented in a Wisconsin high school. Using decision-making models as described by Kohlberg, the program was designed to respond to a variety of moral reasoning levels present across grade levels. Thus, phase 1 of the program was designed to manage or apprehend students whose behaviors are not dictated by morals or conventions Kohlberg's concept of premoral behavior. Phase 2 was designed to deter those negative behaviors motivated by Kohlberg's concept of preconventional reasoning. Finally, phase 3 was designed to direct the logic and sense of students motivated by Kohlberg's concept of conventionality. The program not only reduced the costs and incidence of vandalism and thefts, the paper concludes, but positively affected the attitudes of younger students first entering high school. (Author/LD)

ED 188 312 EA 012 763

Leppert, Jack Routh, Dorothy

Weighted Pupil Education Finance Systems in Three States: Florida, Utah, and New Mexico.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-400-76-0151
Note-173p.; Research prepared through MGT of America, Inc.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Case Studies, Equal Education, *Expenditure Per Student, *Finance Reform, Program Descriptions, *Program Implementation, *Special Education
Identifiers-Florida, New Mexico, Utah, *Weighted Pupil Method

This report describes the development, implementation, and impact of pupil weighting education finance systems in Florida, Utah, and New Mexico. Data, which were analyzed for pre- and post-reform periods, came from public documents and interviews with 217 state and local officials. Topics covered by the report include a general overview of the weighted pupil system, the research approach and methodology, adoption of the system in the three states, why weights differ from state to state, formula adjustments based on district differences, shifts in the distribution of formula funds since the reform, impact of the system on educational decision-making, issues associated with funding exceptional

child education, analysis of distribution, and state efforts to implement a reform. (Author/LD)

ED 188 381 EC 124 250

Redden, Martha Ross And Others

Science for Handicapped Students in Higher Education: Barriers, Solutions and Recommendations.

American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No. AAAS-Pub-78-R-2
Pub Date-78
Note-94p.; Photographs may not reproduce well.
Available from-The Office of Opportunities in Science, American Association for the Advancement of Science, 1776 Massachusetts Ave., N.W., Washington, DC 20036 ($3.00 each including postage and handling)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accessibility (for Disabled), Attitudes, *Disabilities, Environmental Influences, Hearing Impairments, *Higher Education, Physical Disabilities, Postsecondary Education, *Science Education, Science Interests, Science Programs, Visual Impairments

The monograph summarizes the findings and recommendations of a conference on the involvement of handicapped students in higher education science. Handicapped and nonhandicapped students, faculty, student services personnel, administrators, and scientists participated in the sessions. Six categories of barriers were identified: attitudinal, informational, environmental, communication, academic, and financial. Each category was examined for solutions as well, including seeking mentor support to combat lowered expectations, providing disabled students with access to available information, promoting architectural access, using interpreters and note takers, encouraging flexibility in scheduling to complete science tests and projects by handicapped students, and making the financial aid office at least programmatically accessible to disabled students. A final chapter outlines recommendations regarding information dissemination, use of human resources, development of new resources and training strategies, precollege science education, career education and counseling, and campus strategies and accommodations. (CL)

ED 188 405   EC 124 365

Mohr, Laura L. And Others

Life Coping Skills for Exceptional Children.

Pub Date-Apr 80

Note-23p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-1).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment), *Coping, *Disabilities, Elementary Secondary Education, Emotional Disturbances, *Gifted, Learning Disabilities, *Mental Health, Mild Mental Retardation, Moderate Mental Retardation, Physical Disabilities, Preschool Education, *Role Playing, Talent, Teaching Methods

A role playing technique designed to promote good mental health in exceptional children is described. It is explained that the life coping skills approach emphasizes that exceptional children are first of all children. A sequence for guiding role playing is provided (building comfort, building involvement, introducing interaction among players, adding dialogue, involving the class, and using role play in the classroom). Ten tips on role playing are listed. Appended material describes role playing activities for educable mentally handicapped, trainable mentally handicapped, orthopedically handicapped, learning disabled/emotionally handicapped, gifted and talented, and preschool handicapped children. (CL)

ED 187 867 CE 025 103

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Section IV: Community Education.

Indiana Univ., South Bend. Center for Energy Conservation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-114p.; For related documents see CE 025 099-103 and CE 025 105.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Communication Skills, *Community Education, *Community Surveys, *Conservation Education, Core Curriculum, Course Descriptions, Curriculum Guides, Data Collection, Demography, *Energy Conservation, *Extension Agents, Extension Education, Individual Development, *Information Needs, Instructional Materials, *Job Placement, Job Search Methods, Job Skills, Learning Activities, Local Government, Paraprofessional Personnel, Policy, Postsecondary Education, Practicums, Questionnaires, Research Methodology, State Government, Tests, Vocational Education, Workshops

This fourth of four sections in a curriculum guide for training energy extension agents contains general introductory materials, an overview of the total curriculum, and five modules: Regional Demography, State and Local Government, Community Education, Neighborhood Workshops (Practicum), and Miscellaneous Activities (Practicum) Placement, Critique. The curriculum is designed for adults with at least eighth grade reading and math skills but without previous technical training. Following a brief description of the project which developed the curriculum (Project EFFECT Energy for the Future: Education, Conservation, Training), these supplementary materials are provided: energy extension agent competencies, core curriculum outline, and class calendar for the eight-month program. Purpose of this component is to train students through learning experiences involving (1) personal growth, (2) hands-on'' group dymanics and public relations workshops, and (3) academically oriented background studies to design and deliver energy education workshops to the public. Placement activities enable students to identify and follow up job interests. Contents of each module include objectives; teaching/learning activities, resources, and evaluation (quizzes and examinations) keyed to the objectives; and syllabi containing descriptions of content on a class-by-class basis. Also included in ERIC are a volume containing sample worksheets, handouts, and examinations for each module as well as full references to all outside sources needed; other sections of the guide; and a final report of the project see Note. (YLB)

ED 187 886 CE 025 442

Harrison, Laurie R.

Program to Combat Stereotyping in Career Choice.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-300-78-0471
Note-239p.; Information in Table 1 will not reproduce well due to small type. For related documents see CE 025 441 and CE 025 443.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Black Stereotypes, *Career Choice, *Disabilities, Elementary Education, *Ethnic Stereotypes, Program Descriptions, Program Implementation, Racial Attitudes, *Sex Stereotypes, Stereotypes

Divided into three sections which deal with sex, race, and handicap stereotyping in career choice, the twenty-eight programs described here attempt to combat stereotypes among students and/or staff (K-12). Most descriptions list the goals of the program, target population, staffing and management, facilities and activities, program effectiveness assessment information, suggestions for replication, and the names and addresses of contact persons. Community involvement activities, program costs, and funding sources are listed where available. Career awareness programs (Project Equality and Project Hear), and programs to increase mathematical preparation of female students (Equals) or encourage more young women to enter scientific or technical careers (Visiting Women Scientist Program) are among the nine non-sex stereotyping programs included. Of the eleven programs intended to eliminate race stereotyping, one addresses staff stereotypes (Staff Awareness) while several address the career development of native Americans (Native American Career Development Program, Alaska Careers Exploration Program) and elementary school children of all races (Individual Differences). The eight programs described in the handicapped stereotyping section include an ice cream parlor run by learning disabled students (Cold Tongue Ice Cream Parlour), a science career workshop for physically handicapped students (Your SAVE/SELPH), and an industrial arts construction project (The Shed Project, Inc.) for emotionally disturbed junior high school students. (MEK)

ED 187 925 CE 025 624

Winkfield, Patricia Worthy And Others

Bridges to Employment: Recruitment and Counseling Practices for Disadvantaged, Unemployed, Out-of-School Youth in Vocational Programs. Book One. Research and Development Series No. 185.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-Jan 80
Contract-300-78-0032

Note-127p.; For a related document see CE 025 625.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Counseling Techniques, *Disadvantaged Youth, *Employment Problems, *Out of School Youth, Program Improvement, *Student Recruitment, Unemployment, *Vocational Education, Youth Employment, Youth Problems
Identifiers-United States

This manual is designed for those who are responsible for recruiting and counseling disadvantaged youth who have terminated their education before graduation. The first of six chapters presents an overview of the manual, discusses recent federal legislation that has focused on unemployment, and defines terms used in the manual. Chapter 2 describes strategies and practices used to identify and attract disadvantaged, unemployed, and out-of-school youth into vocational programs. Four major areas of practices are included: referrals, mass media, decentralized efforts, and social prestige. Focusing on the role of counseling in vocational training programs, six counseling practices are outlined in chapter 3: intake, assessment and information sharing, orientation, monitoring and support during training, job readiness, and follow-up. Chapter 4 lists reference points or benchmarks by which student and program success are measured. Following a summary chapter, the final chapter contains a list of additional readings, a chronological list of federal legislation, and a list of example programs that recruit and counsel disadvantaged, unemployed, and out-of-school youth. (LRA)

ED 187 942 CE 025 660

Robinson, Floyd Grannis, Joseph
Schools for Children. ACESIA Monograph 1.
American Council for Elementary School Industrial Arts, Washington, D.C.
Pub Date-Sep 76
Note-27p.; For related documents see CE 025 661-665.
Available from-Dr. Keith Blankenbaker, ACESIA Publications Chairperson, 190 West 19th Ave., The Ohio State University, Columbus, OH 43210 ($1.00)
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cognitive Processes, Creative Thinking, Critical Thinking, Disadvantaged, Disadvantaged Schools, Educational Environment, *Elementary Education, Industrial Arts, Outcomes of Education, Problem Solving, *Program Development, School Business Relationship, *School Role, Secondary Education, *Social Influences, *Student Development, Vocational Education
Identifiers-Elementary School Thinking Project, Ontario Institute for Studies in Education

The two articles in this publication should be useful to those developing the kinds of materials, experiences, and thinking that elementary school industrial arts offers children. Floyd Robinson, in the first article, sketches some ideas along with the general scheme that the Ontario (Canada) Institute for Studies in Education's Elementary School Thinking Project has developed. He also touches on some problems that accompany the school's attempt to develop a comprehensive effort toward the improvement of thinking ability. In the second article Joseph Grannis considers schools as different models of society. He presents three models (1) the family school, where children learn with and from each other and the teacher has a nurturing role; (2) the factory school, where students learn identical materials at a uniform pace, competition is stressed, and collaboration is limited; and (3) the corporation school, which includes team teaching and nongraded characteristics and where instructional materials are more specialized. Critically examining each model, he provides several adventures into alternative forms that integrate community and school and personal and social goals for a post-industrial society. (YLB)

ED 187 963 CE 025 746

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-14p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Science Careers, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on science and careers is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to introduce students to some aspects of scientific fields as they are related to career choice. (The unit is one of two in the series on science and engineering occupations. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

ED 188 026 CE 025 893

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77
Note-50p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-892.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bakery Industry, *Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on the bakery is part of the Community and Personal Services Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains twenty-two lessons designed to acquaint students with the goods a bakery provides and the many different types of jobs and responsibilities people have at the bakery. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

CG

ED 188 111 CS 005 422

Fitzgerald, Thomas P. Fleming, James T.
Using a Reading Test to Inquire About Reading Instruction.
Pub Date- 79
Note-14p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Development, Elementary Secondary Education, English Curriculum, English Instruction, *Inservice Teacher Education, *Reading Comprehension, *Reading Instruction, *Reading Tests

Reading tests can be a source of inquiry into the processes of reading, learning to read, and curricular implications. During a staff development program, teachers reviewed and analyzed various reading tests. They discovered that reading tests seem to be unequal in their concern for what is being measured; that very few tests offer explicit or operational definitions of reading comprehension; that most tests do not easily lead to the recognition of the relationship between the degrees of difficulty of a test; and that few tests take into account issues surrounding the text-dependent nature of test items as opposed to the interactive nature of reading. Guided examination of even a few of the major characteristics of one test was seen as an opportunity for teachers to consider alternative conceptualizations of the reading act, and it provided an opportunity for the teachers to increase their knowledge of the structure of what they are teaching, and why, all of which might have a considerable impact on reading instruction. The teachers concluded that the introduction of a comprehension measure with a meaning base would influence classroom curriculum, and that a more language-centered, active processing mode of instruction was desirable. (HOD)

ED 188 154 CS 005 521

Bernstein, Helene C.

A Comparison between the Library Skill Knowledge of Two Eighth Grade Student Groups with the Added Variable of Practical Library Experience.

Pub Date-May 80
Note-58p.; M. A. Thesis, Kean College
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Research, *Experiential Learning, *Library Instruction, *Library Skills, Masters Theses, Secondary Education, Teaching Methods

Two eighth grade classes, each with 22 students, participated in a study to determine if the library skills knowledge of students who had practical library experience along with classroom instruction would be significantly greater than that of students who had the classroom instruction with no library experience. One class was used as an experimental group and the other as a control. Both groups were pretested on their knowledge of library skills and both received instruction through the librarian and classroom teacher using audiovisual aids and worksheets for a period of 16 weeks. The students in the experimental group were provided with the added experience of one 40-minute period per week in the library, where they applied the skills learned during instruction. At the end of the study, all students were posttested and these scores were compared to pretest scores. The results suggest that the library skills knowledge of the students who had practical experience along with classroom instruction was not significantly greater than that of students who had classroom instruction with no library experience. (Appendixes contain copies of the pretest and posttest and of the library skills worksheets used in the study.) (Author/FL)

ED 188 176 CS 205 593

Williamson, Leon E.
Language: Its Role in Cognitive Development and the Freedom of Man.
New Mexico State Univ., Las Cruces. Coll. of Education.
Pub Date-8 Mar 79
Note-30p.; A presentation in the College of Education Dialogue Series.

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Development, *Educational Philosophy, *Educational Policy, Educational Research, *Individual Development, *Language Role, Literacy, *Literacy Education, Minority Groups

The language-based education of the nineteenth and twentieth centuries has proved more productive than the earlier apprentice learning since it offers cognitive development. The first priority of a modern curriculum should be such cognitive development, and language remains the most suitable tool for this purpose. Politically, the full enjoyment of freedom requires literacy; this is evidenced by the fact that the black population in the United States has made its best social progress when its greater linguistic sophistication enabled it to respond to such leaders as Martin Luther King, Jr., and Jesse Jackson. The contemporary tendency to condescend to students by restricting them to vocational education and by reducing the requirements of linguistic competence stymies their cognitive development and bars them from full democratic participation. (DF)

ED 188 199 CS 205 625

Stevenson, Robert L. And Others
News Flow between the Americas.
Pub Date-May 80
Note-44p.; Paper presented at the Annual Meeting of the International Commmunication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, *Cultural Images, Developing Nations, Foreign Countries, *Journalism, *Mass Media, *Media Research, *Newspapers, *News Reporting
Identifiers-*Latin America

As part of an international study of world news flow undertaken by the International Association for Mass Communication Research, a content analysis was conducted of foreign news stories in the largest circulation newspapers in Mexico, Brazil, and Argentina, as well as in six papers in the United States, and of material from the files of Agence France-Presse,'' Reuters, United Press International, and the Associated Press. Each foreign story for a two-week period was identified, measured on a scale of standardized column-centimeters, and categorized according to source, locale, nations involved, and content. The results revealed the following: (1) Latin American news did not get sustained attention in the United States press; (2) United States newspapers did not concentrate solely on bad'' news in their coverage of Latin America; (3) the Latin American newspapers contained more foreign news coverage than did other news sources investigated; (4) the content of foreign news in the Latin American press was similar to that in the United States press; (5) the news agencies' service to Latin America included more news on that region than another areas; (6) the topics represented in that service was similar to those of both the U. S. and Latin American press; and (7) the use of news agencies' material by local editors is an important consideration in the debate on world news flow. (FL)

ED 188 221 CS 205 648

Marcuse, Michael J.

Ethos in Technical Discourse: The Current State of the Question.

Pub Date-Mar 80

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiences, Communication (Thought Transfer), *Expository Writing, Literary Styles, Rhetoric, *Rhetorical Criticism, *Technical Writing

In the period from 1950 to the present, there has been a progressive realization of the rhetorical character of scientific and technical discourse, rendering such discourse subject to formal rhetorical study. Audience is now seen as a formative influence on discourse. Technical writing must be tailored to audiences, not simply in terms of translating fully formed meanings to an audience-appropriate level, but also in terms of the way audience affects the content, organization, and style of the discourse. Studies of audience in technical discourse have focused on matters of style, organization, and invention; some recent attention has also been given to pathetic features, including the rejection of the impersonal voice. However, pathetic and ethos-related components have been slighted in favor of the logical. Treatment of ethos-related features has been unsystematic and largely prescriptive because these have not been seen as elements of one essential dimension. A framework is needed that would place personality and credibility within a total analysis of the ethos-related component of scientific and technical discourse. (DF)

ED 187 905 CE 025 572

Leary, Mark R. Schlenker, Barry R.

Self-Presentation in Task-Oriented Leadership Situations.

Florida State Univ., Tallahassee. Dept. of Psychology.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-24 Sep 79
Grant-NSF-BNS-77-08182
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Females, *Group Behavior, *Individual Power, Leadership, *Leadership Responsibility, Leadership Styles, Males, *Self Esteem, Self Evaluation (Individuals), Social Behavior

To examine tactical self-presentations (images persons display publicly) in task-oriented leadership situations, 128 subjects (56 male and 72 female) were assigned leadership positions in groups that did very well or very poorly. The leaders learned that either they or the group-at-large were responsible for the performance and that the other group members either did or did not know the precise locus of responsibility. As predicted, males emphasized self-presentations of competence and prominence relative to their socioemotionality (the appearance of being warm, approachable, and interpersonally oriented) when the others did not know of the leader's responsibility for success, but relatively de-emphasized the former attributes when the others did know. Males also displayed some compensatory self-presentations following a leader-responsible failure, though the effects were not precisely as predicted. In contrast, females' self-presentations did not follow predictions; they normally emphasized their socioemotionality over other attributes irrespective of the combination of treatment. These findings are consistent with prior research generally indicating that females are more interpersonally oriented in group settings, while males are more task oriented. (Author/LRA)

ED 187 986 CE 025 769

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-32p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Oceanography, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Oceanographer, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Science and Engineering Occupations Career Cluster, these six lessons explore the nature of the work of oceanographers and what kind of educational skills a person would need to enter this type of work. A introductory unit gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

Better Schools, Better People: How Schools Can Help to Prevent Drug and Alcohol Abuse.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-49p.
Available from-Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50)
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Drinking, Drug Abuse, *Drug Education, Elementary Secondary Education, *Prevention, Program Descriptions, *School Activities, *School Community Relationship, School Personnel, *School Role, State of the Art Reviews, Student Behavior, Youth Problems

These materials represent first hand documentations of 25 school-based drug abuse prevention program activities and experiences in the state of California. The programs, based on the premise that effective prevention programs improve a school's atmosphere for learning and growth, are described in terms of their design, implementation, and assessment components as well as the roles taken by school personnel, the State Department of Education, community agencies, county agencies, and the county superintendent to insure their success. The rationale for such programs is presented through discussion of specific program strategies including self-esteem building, communication training, values clarification, decision making/problem solving, information gathering, peer tutoring and counseling, and parent education. A pyramid of prevention'' is diagrammed for the reader and issues related to program survival, i.e., politics, funding, evaluation, and training, are examined. A selected bibliography, with addresses and contacts of print, audiovisual, curriculum materials, clearinghouse, and training resources is also included. (Author/HLM)

ED 188 244 CS 205 676

Pullen, Rick D.

The First Amendment Right to Distribute Non-Subscription Newspapers.

Pub Date-Aug 80
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Civil Liberties, *Court Litigation, *Freedom of Speech, *Information Dissemination, Laws, Legal Problems, *Local Legislation, *Newspapers, Publications, State Courts
Identifiers-*California, Supreme Court

Legal issues surrounding the distribution of nonsubscription newspapers are examined in this paper. The paper first discusses selected United States Supreme Court cases that pertain to the circulation of printed materials. It then explores recent state court decisions pertaining to the area of distribution law as it applies to nonsubscription newspapers, and it examines the history of distribution in California, since that state has emerged as an important testing ground for the nonsubscription newspaper. Finally, the paper examines the practical effects of enforcement of city ordinances restricting distribution, based on interviews with authorities in several California cities. The paper concludes that although the California Supreme Court has ruled against ordinances that unfairly restrict distribution of nonsubscription materials, a number of California cities have enacted ordinances that clash with the Court's opinion. (GT)

ED 188 266 CS 502 956

Schneider, Michael J. Jordan, William J.
Sex Differences In Intercultural Discourse: An Empirical Analysis.
Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Chinese Culture, *Communication (Thought Transfer), *Communication Research, *Cultural Differences, Discourse Analysis, *Interpersonal Relationship, Linguistic Competence, North American Culture, *Psychological Studies, *Sex Differences, Sex Role
Identifiers-*Intercultural Communication

Previous interpretations of male/female discourse were examined in light of new data generated from a study of intercultural mixed-sex dyads. Eleven dyads, each consisting of a Chinese and an American subject, were videotaped in 30-minute conversations about courtship in different cultures. The tapes were content analyzed to obtain information on amount of time spent talking by members of each sex and culture group, number of informative questions asked by members of sex and group, number of interruptions, and number of tag questions used. In addition, 26 American subjects rated each dyad member on measures of dominance, expertness, linguistic skill, attractiveness, helpfulness, and apprehensiveness. The results showed that the percentage of time spent talking per dyad was significantly related to sex, with males talking more than females; however, the average length of talk was found not to be significantly correlated with sex. The percentage of time talked per dyad was not found to be related significantly to perceived dominance, but the average length of talk was correlated significantly with dominance. The findings suggest that stereotypes of the submissive'' female and the aggressive'' male may not hold true in intercultural interactions. (Author/FL)

ED 188 313 EA 012 764

Firestone, William A. Corbett, H. Dickson, III

Rationality and Cooperation in External Assistance for School Improvement: A Preliminary Report on the RBS Experience.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-12 Dec 79
Note-129p.; Some pages may not reproduce clearly, due to light print on original document.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($9.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Case Studies, *Change Agents, *Educational Change, Elementary Secondary Education, Problem Solving, *Program Development, *Program Improvement, School Districts, *Teamwork
Identifiers-*School Improvement Teams

This report covers the first year of a five-year study of 11 school districts that are involved in school improvement activities. The schools are attempting to create new programs that will increase the effectiveness of linking agents working with the schools in three curriculum areas: basic skills, career preparation, and citizen education. Chapter 1 contains a discussion of the general questions addressed by the research, the focus of the report, approaches to school improvement, and the research strategy. Chapter 2 presents case histories of the work of 3 of the 11 teams to indicate the nature of the planning activities in the schools. Chapter 3 examines the work of all 11 teams to identify factors that facilitated the planning process. Chapter 4 summarizes the findings and identifies questions for future research. (Author/LD)

ED 188 335 EA 012 791

Francisco, Richard P.

Toward a Simplified Model of Educational Dissemination.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.;
Northwest Regional Educational Lab., Portland, Oreg.

Pub Date-Jul 80

Contract-NIE-119-9420

Note-25p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Change, *Educational Research, *Information Dissemination, *Models, *Problem Solving, School Districts

Dissemination of educational research findings, according to this paper, should provide support, information, and assistance to practitioners working in the schools so that teachers may be better equipped to do their jobs. One purpose of this paper is to explore some probable causes for the lack of impact of current educational dissemination activities on their targeted audiences. Another purpose is to propose recommendations for a simplified model of disseminating usable findings from educational research and development to local schools and districts. The paper recommends that educational researchers collaborate with school practitioners for setting research agendas and also fully participate in all steps of the research and development process. Also, federal, state, and local support should be given so dissemination activities can influence schools toward positive change. (Author/LD)

ED 188 358 EC 124 125

Stimulation of Language and Intelligence in Young Children.
International Children's Centre, Paris (France).
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Sep 79
Note-15p.
Available from-International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (Free)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attention, *Childhood Needs, *Cognitive Development, Developmental Stages, Disabilities, Handicap Identification, *Language Acquisition, Play, *Stimulation, *Young Children

The value of language and intellectual stimulation in young children is stressed in a report designed for health administrators and family planning organizations. First year developmental milestones are outlined, and a baby's need for attention as well as the need to provide information on speech and intellectual development to parents are discussed. The importance of play in a child's development is emphasized, and special problems of immigrant children and children of working mothers are surveyed. The need to detect handicaps early so that children have the best chance of developing to their full potential is considered. (PHR)

ED 188 406 EC 124 366

Francis Christi, Sister

Piaget's Developmental Theories Used in an Early Childhood Program for Mentally Retarded Students.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-2).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Concept Formation, *Curriculum Design, *Developmental Stages, Early Childhood Education, Language Acquisition, *Mental Retardation, *Number Concepts, Teaching Methods

Identifiers-*Piaget (Jean)

The author describes a Piaget based curriculum involving three main themes (classification, number measurement/space, and seriation) for young mentally retarded children. Students solve problems by doing something physically and mentally to the data, shuffling the facts about in their minds, so that they will come to a logical solution. Language is used in the program to support the mental operations so that as a child is being trained in a particular mental operation, the teacher models the appropriate language structures. (SBH)

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part F. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-51p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 828-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, *Auto Body Repairers, *Auto Mechanics, Basic Skills, Behavioral Objectives, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Job Performance, Job Skills, *Mathematics, *Occupational Information, Reading Skills
Identifiers-Adult Competency Education Project, California (San Mateo County)

This third of sixteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Body Fender Mechanic and New Car Get-Ready Person. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.) The following pages list twenty to forty competences (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific tasks with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 850 CE 024 302

Blum, Robert E. Raymond, Carolyn D.

Career Action Pack.

McDonald's Corp., Oak Brook, Ill.; Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-80
Note-36p.; For related documents see CE 025 816-819.
Available from-Mazer Corp., 2501 Neff Rd., Dayton, OH 45414 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Career Awareness, Career Education, Citizen Role, City Government, *Community Resources, Community Services, *Education Work Relationship, Grade 9, Grade 10, Instructional Materials, Interdisciplinary Approach, Interpersonal Competence, Journalism, *Language Arts, Learning Activities, Local Legislation, Radio, Relevance (Education), Secondary Education, *Self Concept, *Social Studies, Telephone Communications Systems, Values

One of five McDonald's Action Packs, these instructional materials for ninth and tenth graders (and more able sixth and seventh graders) have incorporated ideas around three career development goals subject relevance, career awareness, and self-awareness. The action pack contains six units three units each in the subject areas of language arts and social studies in an interdisciplinary approach. Following an introduction that gives suggestions for use of community resources, these six units are presented: journalism, radio, telephone, community geography, municipal government, and local laws. The format for each unit is as follows: (1) introduction, which highlights career development goals and their importance; (2) exploration activity, which emphasizes the career awareness goal through a community-learning approach and includes student objectives and directions; (3) application activity, which emphasizes subject relevance by student application of selected skills, knowledge, and/or attitudes and includes student objectives, directions, and ideas for extensions; and (4) extensions or ways to enrich the material. Student activity sheets suitable for reproduction are provided for each unit. (YLB)

ED 188 069 CG 014 466

Kent, Martha Whalen And Others

Competence Is for Everyone. Unit 4: Competence in Our Society. Intermediate Level. (Student Text and Teacher's Edition).

Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-44p.; For related document see CG 014 467.

Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Change, Elementary Education, Employment Patterns, *Individual Development, *Learning Modules, *Racial Bias, *Resource Materials, Sex Bias, *Sex Stereotypes, Social Change, Teaching Guides

Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals, practices of social institutions in education, employment, and the mass media, and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the intermediate grades, reviews the concept of appraisal through activities focused on: (1) identifying person and task appraisals; (2) reviewing the bases of job assignments; (3) designing a stereotype-free environment; and (4) developing personal strategies for overcoming sexual and racial bias. Additionally, a teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 090 CG 014 487

Dalessio, Anthony And Others

Sex Role Identity and the Prediction of Job Performance in Stereotypic Masculine and Feminine Tasks.

Pub Date-May 80
Note-19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, *Behavior Patterns, Identification (Psychology), *Job Performance, Nurses, *Prediction, Role Perception, Self Evaluation (Individuals), *Sex Role, *Sex Stereotypes
Identifiers-*Bem Sex Role Inventory

Much research on sex roles and their correlates characteristically has been performed in laboratory settings with a college student sample. Job analysis interviews were conducted to extend androgyny research to the work setting. Supervisory performance ratings of job activities and Bem Sex-Role Inventory data were obtained for 135 female nurses. A comparison of masculinity and femininity ratings of the job activities resulted in five tasks being classified as stereotypic feminine'' and four as stereotypic masculine.'' Findings indicated that the masculine sex role stereotype was relevant to the prediction of job performance for the stereotypic masculine tasks. Generally, prediction of performance for the feminine tasks was not obtained. Evidence was not present for the notion that the concept of androgyny can aid in the prediction of performance in both stereotypically masculine and feminine job activities. (Author)

ED 188 133 CS 005 494

Sheridan, E. Marcia

Meeting the Reading and Study Skills Needs of Nontraditional College Students for the 80's.

Pub Date- 79
Note-18p.; Research prepared at Indiana University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Higher Education, High Risk Students, *Nontraditional Students, *Open Enrollment, Reading Diagnosis, *Reading Skills, *Remedial Reading, *Study Skills

A series of studies was conducted to determine the reading and study skills needs of nontraditional students in the Indiana University-South Bend open enrollment program. An investigation of reading level conducted with 61 students in introductory English classes determined that 20% were at the remedial level in reading and more than 44% were at that level in study skills; in addition, 6.5% were below the 7.9 grade equivalent in reading and 4.8% were below that level in study skills. Another study determined that the average reading level of GED tests was grade 10, and that they required little in analytical reading and thinking skills. College textbooks in various subjects were tested for readability level, and the mean level was grade 12.8. Recommendations for recruiting nontraditional students include the following: administer a battery of tests on admission to identify those students remedial in basic skills so that they may be properly advised, offer courses in remedial reading and study skills, and establish a minimal level of competency for admission to the university, as well as a criterion level for referral to remedial reading. (DF)

Petersen, Bruce T.

Infinite Combinations: Integrating Composition and Literature.

Pub Date-Apr 80
Note-10p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Integrated Curriculum, *Literature Appreciation, Speech Communication, Student Reaction, *Writing (Composition), *Writing Instruction
Identifiers-*Composition Process, Reader Response

David Bleich's work in reader response and James Britton's composition research provide a theoretical justification for the use of composition in the literature class and for the use of literature in the writing class. Britton has found that talking about writing is valuable since talk is more expressive than writing. In the literature class teachers should be encouraging students to consciously write and talk about the associations they have to a piece of literature. Bleich proposes that the structure of our response to new experience, including literature, argues for a reanalysis of pedagogical practice in the literature class. Teachers should consciously use students' immediate responses to their readings to help them create knowledge about the text. Both argue that our first approach to knowing is founded on an emotional base. Our first response to literature is affective and our first response in the writing process is expressive both are associated with personal concerns. This parallel argues strongly for an integration of literature and composition as a joint means to develop the cognitive processes which structure thought and language. (HOD)

ED 188 290 EA 012 721

Flum, Joseph

Testimony on the Dynamics of Some of the Significant Interrelationships Between the Financial and Substantive Delivery Systems for Providing Equitable Equal Educational Opportunity. Revised.

Pub Date-24 Jan 80
Note-74p.; Presented to the Pennsylvania Tax Commission. Occasional pages may not reproduce clearly.
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Equal Education, Equalization Aid, *Full State Funding, School Districts, State Aid, *State Legislation, Visual Aids
Identifiers-*Pennsylvania

The primary purpose of the education article of the Pennsylvania constitution is to maintain and support substantive education as a state function by offering free and equal educational opportunities. This book interprets and evaluates the mandates of the article and explains the dual subsidy funding formula prescribed by the legislature. In order to effectively support fiscal neutrality at the state level, the paper recommends and then discusses full state funding. The educational opportunity rights of students are not founded on statutory funding, the paper says, but rather on constitutional mandate. It concludes that state permissiveness in allowing local policy to be at odds with state constitution mandates infringes on the freedom of less fortunate students. The book contains numerous visual aids to explain the print section. (Author/LD)

ED 188 382 EC 124 251

Landers, Bill

Early Childhood-Handicapped Resource Guide.

Keystone Area Education, Elkader, Iowa.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-80
Note-336p.; Print in parts is light and may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Attitude Change, Behavior Change, Cognitive Development, Communication Skills, *Disabilities, *Early Childhood Education, Educational Legislation, *Educational Resources, Evaluation Methods, *Learning Activities, Motor Development, Parent Participation, Referral, Self Care Skills, Social Development

The guide is designed to consolidate into a systematic order the most common references and resources in the field of early childhood special education and to offer practical how to'' handouts which may aid adults working with young handicapped children. Ten sections contain information in the following areas (sample contents listed in parentheses): referral procedures (referral process flow chart for Iowa, placement procedures, and sample referral and notification forms); legal guidelines (a review of federal and state legislation, key points of P.L. 94-142 the Education for All Handicapped Children Act, and a report on the individualized education program); evaluation materials (checklists for assessing teacher and instructional program effectiveness, a scoring key for criterion referenced checklists, and a list of common instruments/tools used with preschool handicapped children); parent involvement (guidelines for working with parents, brief review of parent activities, and a reading guide on infants/children/families); behavior management (suggestions for handling behavior problems); curriculum areas (guidelines, forms, and activities for developing communication, motor, cognitive, self care, and social skills); resources/references (brief descriptions of selected Iowa organizations, a bibliography of materials, and a reading guide to references in the health/medical, and the theory/overview areas); attitudes (handouts for developing positive attitudes); and miscellaneous (requirements of teachers of preschool handicapped). (SBH)

ED 187 926 CE 025 625

Johnson, Marion T.

Bridges to Employment: Practices for Job Development, Placement, and Follow-Through of Unemployed Youth for Vocational Education and Manpower Training. Book Two. Research and Development Series No. 186.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 80

Contract-300-78-0032

Note-265p.; For a related document see CE 025 624.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($8.25)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Activities, Career Development, Career Education, Disadvantaged Youth, *Employment Potential, *Job Development, Job Placement, Job Search Methods, *Job Skills, Needs Assessment, Occupational Information, Program Improvement, Skill Development, *Unemployment, *Vocational Education, Vocational Followup, *Youth Employment

This manual is a list of verified vocational education activities that relate to job development, job placement, and job follow-up/follow-through services. The activities incorporate information on employability skill development, occupations and labor market, job search training needed for the disadvantaged, student needs assessment, and student development. The manual includes three chapters in addition to the introduction. The introduction provides an overview of the manual and a synopsis of legislation related to the disadvantaged. Chapter 2 contains the suggested approaches for vocational educators and others working with the disadvantaged. Descriptions of each activity include nine subject headings: Activity, Objective, Procedure, How Activity Conducted, Information Source, Personnel, Expected Outcome, Concerns of Conducting Activity, and Solutions. Chapter 3, Recommendations, offers additional suggestions for improving general job development, job placement, and job follow-up/follow-through services in vocational education. The chapter is divided into four major sections: social, political, legal, and economic recommendations. The final chapter contains an annotated list of further readings. (LRA)

Lomon, Earle L. And Others
Problem Solving and Technology. ACESIA Monograph 2.
American Council for Elementary School Industrial Arts, Washington, D.C.
Pub Date-Jan 77
Note-28p.; For related documents see CE 025 660-665.
Available from-Dr. Keith Blankenbaker, ACESIA Publications Chairperson, 190 West 19th Ave., The Ohio State University, Columbus, OH 43210 ($1.00)
Journal Cit-School Science and Mathematics; v74 Oct 1974
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Science Research, Cognitive Processes, Computer Assisted Instruction, Educational Development, *Educational Environment, *Educational Technology, *Elementary Education, Industrial Arts, *Information Retrieval, Information Utilization, *Interdisciplinary Approach, Learning Processes, Learning Theories, Operant Conditioning, *Problem Solving, Skill Development, Technological Advancement, Vocational Education

Identifiers-Unified Science Mathematics for Elementary Schools

The two articles dealing with problem solving and technology in this publication should be useful to those developing the kinds of materials, experiences, and thinking that elementary school industrial arts offers children. The first article accepts problem solving as an educational goal and reports a timely and universally acceptable approach. Earle Lomon, Bette Beck, and Carolyn Arbetter present the need for problem solving abilities at all levels of the population and demand integrative and flexible cognitive skills. They provide examples of how problem solving can be arrived at through the Unified Science and Mathematics for Elementary Schools program, which helps children develop real problem-solving abilities. In the second article Robert M. W. Travers compares the long developments in the early technologies of metals with the development of education. He suggests that a technology can be developed by borrowing from other fields (such as operant conditioning efforts) or through unique development based upon sound scientific knowledge (such as educating man as an information retrieval system in light of computer technology). (YLB)

ED 187 964 CE 025 747

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-13p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-*Modeling (Occupation), Project CHOICE

This junior high teaching unit, Modeling: What's It All About, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with modeling career opportunities and requirements. (The unit is one of five in the series on fine arts and humanities careers and is also classified in the consumer and homemaking career clusters. For these and junior high units in other clusters, see CE 025 738-765.) (LRA)

ED 188 006 CE 025 789

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-60p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Banking, *Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Banking, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Business and Office Occupations Career Cluster, these eight lessons introduce some basic terminology and give background information related to banking careers and discuss job appreciation and worker/consumer attitudes. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 112 CS 005 428

Raymond, James C.

Critical Reading: An Aristotelian Perspective.

Pub Date-Mar 80

Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Reading, Critical Thinking, Ethics, Humanities, Moral Values, *Questioning Techniques, *Rhetoric, *Rhetorical Criticism

Identifiers-*Aristotle

In view of Aristotle's remarks about requiring different kinds of proof in different subjects, the critical reader must make judgments about the quality of proof offered for a position. The four realms of knowledge, in decreasing order of certitude, include mathematics, empirical science, rhetoric (values, ethics, politics), and myth, or literature; each has its characteristic subject matter and methodology. Six questions for the realm of rhetoric include (1) Which assertions require evidence? (2) What kind of evidence is offered? (3) What is the character of the implied author? (4) What is the character of the implied audience? (5) What is the author's tone? and (6) How are the various parts of the essay related to one another? This list covers essential elements of logical, ethical, and emotional appeal, and can be applied to any essay within the domain of rhetoric. (DF)

ED 188 155 CS 005 522

Charlton-Seifert Joan And Others

Sweet and Slow: The Relationship between Nutrition and Reading Disability.

Pub Date-Nov 79

Note-11p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Dining Facilities, Elementary Secondary Education, *Health Needs, *Influences, *Low Achievement, *Nutrition, Performance Factors, *Reading Difficulties, Reading Failure, Vending Machines

Recent reports on the relationship between nutritional deficiencies and reading disabilities include the following findings: many children are undernourished but not underfed; undernutrition may decrease learning time, interfere with learning at critical periods of development, and lead to motivational and personality changes; inadequate diet causes reduced responsiveness and attentiveness, easy fatigue, and inability to sustain prolonged effort; diet improvement results in better learning, fewer absences, and added social, physical, and educational benefits; and iron deficiency, found in 40% of the school age population, leads to poor attention span, apathy, listlessness, and poor scores on measures of intellectual growth. It has also been found that school lunch menus and vending machine foods may contribute to poor nutrition. Recommendations that are made for educators to remedy this situation include: integrate nutrition education into the reading curriculum; educate teachers, administrators, and parents in nutrition; give students input into cafeteria menu planning; and have the diet records of all students having chronic learning or behavioral problems professionally analyzed. (DF)

ED 188 177 CS 205 594

Schultze, Quentin J.

The Quest for Professional Advertising Education Before 1917.

Pub Date-Aug 80
Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980). Not available in paper copy due to marginal legibility of original document.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advertising, *Educational Development, *Educational History, Higher Education, *History, *Professional Education, Professional Personnel, Professional Training, *Public Opinion, Public Relations

Historical sources show that advertising practitioners actively sought to improve the respectability of their profession between 1885 and 1917. Advertising professionals during that time wanted to rid their occupation of its poor public image and to create public acceptance by eliminating nonprofessional conduct and by patterning the advertising business after more traditional professions, such as law and medicine. This attitude of professionalism became a self-serving ideal that advertising practitioners believed would make their business more profitable and respectable. The Associated Advertising Clubs of America played a crucial role in establishing advertising degree programs at major universities throughout the United States. By 1917, however, university instruction had not produced the desired professional autonomy, and the social status of those in business had improved considerably. Consequently, the advertising business abandoned its quest for professional advertising education. Since that time, advertising instruction has developed largely as a combination of applied social science, common-sense craftsmanship, and professional aspiration. (Author/RL)

ED 188 200 CS 205 626

Moore, William Joseph

Counseling Skills for Instructors.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual Learning Skills Symposium (3rd, Rochester, NY, April 20-22, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Objectives, *Counseling Techniques, Educational Methods, Higher Education, *Instructional Improvement, Motivation Techniques, Secondary Education, *Student Motivation, *Student Teacher Relationship, *Teacher Effectiveness, Teaching Methods

Teachers can use basic counseling skills to reduce classroom friction, increase motivation, and increase class and program cohesiveness. Affective development can be emphasized as well as cognitive development and can be a direct product of the relationship between student and teacher. Programs that are successful in producing affective change attack both attitudes and behaviors simultaneously and should be available to teachers who can then provide them for their students. Through such programs teachers can learn these counseling skills to promote their students' affective development: (1) open questions, (2) indirect questions, (3) restatement, (4) clarification, and (5) reflection. Care should be taken so that teachers do not misuse these techniques either by sending students mixed messages (using one technique to motivate a student to write a personal and meaningful paper and another very different technique to criticize the composition) or by trying to be all things to the students, neglecting to refer those students with serious developmental problems to professional counselors or therapists. (AEA)

ED 188 407 EC 124 367

Beason, Elaine And Others

A Personnel Preparation Program with Emphasis in Career/Vocational Education for the Handicapped.

Pub Date-Apr 80

Note-22p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-9).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education, *Competency Based Teacher Education, *Disabilities, Higher Education, Program Descriptions, Teacher Education, *Vocational Education

The Fort Hays State University (Kansas) training program for career/vocational education for the handicapped is described. The program addresses unique regional needs of a sparsely populated area, the high proportion of handicapped students and professionals remaining in the area, and a special education teacher shortage. Five competency areas are considered, including preparing handicapped students for employment ranging from competitive work to supervised work settings; coordinating services among general, vocational, and special educators, support personnel, state service and rehabilitation agencies, community and future employees; and assisting employees in meeting federal regulations. Competencies for each of four components are listed. A high school demonstration program is described which focuses on job related information, self information, school information, and community information. (CL)

ED 187 887 CE 025 443

Classroom Activities to Combat Stereotyping in Career Choice.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-300-78-0471
Note-132p.; Some pages with small type will not reproduce well. For related documents see CE 025 441-442.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Black Stereotypes, *Career Choice, *Career Education, Class Activities, *Disabilities, Elementary Secondary Education, *Ethnic Stereotypes, *Learning Activities, Racial Attitudes, *Sex Stereotypes, Stereotypes

Designed to be used by classroom teachers in combatting sex, race, and handicap stereotyping with respect to career choice, this document contains examples of activities which are appropriate for students from Kindergarten to grade twelve. The twelve activities included in the section of sex role stereotyping are grouped into three broad categories. Those which examine social roles include The Fable of He and She'' and Going to the Source''; the examination of occupational roles includes Take a Look at the Story Problems in Your Math Book'' and Who's Who.'' Activities that examine male and female traits have such titles as Choosing Gifts,'' Pressure Point,'' and X: A Fabulous Child's Story.'' The nine activities dealing with race stereotyping focus on history and social roles (Minorities and the Media''); education and jobs (Bigot, Bigot, Who is the Bigot?,'' Want Ads''); and cultural and personal characteristics (That's No Excuse''). The seven handicapped student activities help students master general skills (Leisure in Your Life''); increase career awareness and interest (A House from Start to Finish''); and increase appreciation of the capabilities of handicapped peers (My Fingers Don't Work''). Each activity includes information about target group, objectives, related curriculum and occupational areas, classroom time required, materials/resources needed, procedures for the activity, and activity source. Necessary worksheets and other printed instructional materials are included. (MEK)

ED 188 027 CG 014 260

Martin, Don And Others

Experiential Team Building for Student Leaders in Union Activities and Residence Halls.

Note-9p.

Pub Type- Guides - Non-Classroom (055) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students, Higher Education, *Leadership Training, Resident Assistants, Student Development, *Student Leadership, Student Organizations, *Team Training, *Training Methods, *Youth Leaders

This guide offers college or university student union and housing office personnel assistance in developing experiential team building workshops for student leaders. The rationale for providing such training is discussed in terms of the following: (1) resident assistants are usually vital compus leaders, with the potential to be vital student union leaders; (2) student union leaders are usually vital campus leaders, with the potential to become residence hall leaders; and (3) workshop settings provide an opportunity to bridge gaps that may exist between student service areas and utilize available departmental expertise. Using the group task directive to have a successful campout,'' the workshop components are described, i.e., team formation and procecures, goal planning and task clarification, evaluation procedures, personal feelings assessment, and feedback mechanisms. This workhsop can also be used or adapted for hands on'' student leadership training in other educational, business, or interpersonal settings. (Author/BMW)

ED 188 048 CG 014 442

Lentzner, Harold R. DeBerry, Marshall M.

Intimate Victims: A Study of Violence Among Friends and Relatives. A National Crime Survey Report.

Bureau of the Census (DOC), Suitland, Md.

Spons Agency-Department of Justice, Washington, D.C.

Report No.-SD-NCS-N-14, NCJ-62319

Pub Date-Jan 80

Note-60p.; Tables of marginal reproducibility.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00895-0)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Behavior Patterns, *Crime, Family Problems, *Family Relationship, Friendship, *Interaction, Interpersonal Relationship,

National Surveys, Research Projects, *Violence

Identifiers-*Kinship, *Victims

The National Crime Survey measur[illegible] occurrence of an estimated 3.8 million violent crimes among intimates, i.e., acquaintances or relatives, during 1973 to 1976, in which three-tenths of the crimes involved persons married or otherwise related to each other. The data collection focused on identification of crime location, time of day or night, number and interaction of participants, weapons used, extent of injury to the victims, and rate of reporting to the police. Only three crimes of violence rape, robbery, and assault were investigated; child abuse was excluded. Acts of domestic violence involving relatives occurred primarily at night, while violent acts committed by acquaintances occurred during the day. Findings also indicated that: (1) these violent crimes rarely involved more than one victim; (2) 60% of the attacks involved weapons or harmful objects; (3) most incidents resulted in physical injury but few hospitalizations; and (4) offenses involving relatives had the highest police reporting rate. (Author/HLM)

Ceprano, Maria A.

Context Versus Isolation Methods of Word Instruction: Efficiency Examined by Paralleling Assessment Modes.

Pub Date-80
Note-64p.; Research prepared at the State University of New York at Buffalo.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Beginning Reading, *Context Clues, *Distinctive Features (Language), Kindergarten Children, Primary Education, *Reading Instruction, *Reading Research, *Sight Vocabulary, Teaching Methods, Word Recognition

A total of 158 children from seven kindergarten classes participated in a study that compared the effectiveness of a context emphasis approach for teaching sight words with an approach that emphasized the distinctive features of the words presented alone. Within classes, the students were assigned in equal numbers to the treatment conditions: context and distinctive features. For instructional purposes, the children were divided into groups of from four to six members. Each time a group was seen, five words drawn from a list of 40 to be taught were presented using the assigned method. The study was conducted over 23 instructional days with tests to measure delayed recall administered on the tenth day and tests measuring long-term retention given on the twenty-second or twenty-third days. The results showed that a method of instruction that focused the learner's attention on the structural characteristics of the words alone accelerated the rate at which words were learned; however, the ability to read words in text did not appear to be guaranteed by this method. The findings suggested that a distinctive features method of instruction might prove profitable for teaching students who have acquired some reading competency and that a slower rate of sight word acquisition might be justifiable for prereaders if they are acquiring additional skills needed for contextual reading conjunctively. (FL)

ED 188 245 CS 205 678

Burns, Hugh L., Jr.

Stimulating Rhetorical Invention in English Composition through Computer-Assisted Instruction.

Pub Date-79

Note-68p.; Research prepared at the University of Texas at Austin. A number of tables may be marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Freshmen, *Computer Assisted Instruction, Higher Education, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers-*Invention (Rhetorical)

Students in four freshman composition classes participated in a study to discover if computer assisted instruction (CAI) could be designed, developed, and programed that would effectively stimulate students' inventive processes. A computer was programed with questions drawn from Aristotles' enthymeme topics. Students in the experimental sections were taught the keyboard characteristics of a computer terminal and participated in practice sessions that reviewed the invention program's directions, specifically the direct commands and the question-asking features. Posttest administration began a week after the practice sessions. Students in the experimental sections were told, If you think it, type it''; while those in the control sections were instructed, If you think it, write it down.'' Both groups were given 30 minutes to complete the test. The primary findings of the study were: (1) CAI could be programed that would encourage growth both in the number and sophistication of ideas; (2) questioning dialogues could help students articulate, refine, and preserve their ideas; (3) these dialogues could ignore content in favor of perspective and still help students begin writing; and (4) theories of creativity based on intersecting content and perspective were programable. (FL)

ED 188 267 CS 502 957

Hall, Courtney

Self-Acceptance, Self-Disclosure and Intimacy.

Pub Date-Apr 80
Note-22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), *Communication Research, Interpersonal Competence, *Interpersonal Relationship, *Marriage, *Psychological Studies, Self Concept, *Self Esteem

A study was conducted to determine the degree to which the psychological variable of self-acceptance and the communication variable of self-disclosure served as predictors of the degree of intimacy in a marital relationship. The study involved 72 couples who had been married from 2 to 42 years. The subjects completed four written scales and discussed three topics in tape recorded conversations. (What are the aspects of your daily work that either satisfy or bother you? What were the occasions in your life in which you were the happiest and unhappiest? and What are the sources of reward and dissatisfaction in your marriage?) The results indicated that the degree of intimacy in a relationship was related to the communication variable of self-disclosure but not to the psychological variable of self-acceptance. In addition, the study found that there were gender differences in the association of the self-acceptance, self-disclosure, and intimacy variables that require further investigation. (FL)

ED 188 314 EA 012 765

Louis, Karen Seashore And Others
Linking R&D with Schools: An Interim Report.
ABT Associates, Inc., Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Contract-400-78-0002
Note-46p.; Part of The Study of the R & D Utilization Program.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Case Studies, *Change Agents, *Educational Change, *Educational Improvement, Elementary Secondary Education, Program Descriptions, School Districts

This report presents a description of findings from a study of the Research and Development Utilization Program (RDU), which emphasizes a research-based approach to local school improvement. The major objectives of the report are to describe the similarities and differences that exist among the seven projects or schools of the RDU program, to examine the first steps taken by the schools as they develop new school improvement strategies, and to describe the role of the external linking agents. Data collection activities included site visits to 42 schools and detailed interviews with project participants. The findings indicated that schools participating in the program are engaging in more systematic needs assessment than they did prior to involvement in the program. Also, services of the linking agents are valued by the participating schools. Finally, most participating RDU projects are looking for ways to maintain their functioning now that federal funding has ended. (Author/LD)

ED 188 336 EA 012 792

Speich, Don F. Weiner, Stephen S.

In the Eye of the Storm: Proposition 13 and Public Education in California. Policy Paper 8.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 80
Note-100p.
Available from-Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Ave., N.W., Washington, DC 20036 ($4.50 prepaid; 10% discount for 10 or more copies)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Court Litigation, *Educational Finance, Elementary Secondary Education, *Finance Reform, Higher Education, *Property Taxes, *State Legislation
Identifiers-*Proposition 13 (California 1978)

This report analyzes the effects of Proposition 13 on public education in California and offers an appraisal of what it means for other states. It reviews the political and economic factors that set the stage for a Proposition 13 initiative and describes the use of state surpluses to cushion the immediate financial effects of it. In addition, the paper assesses the first year impact on each level of public education in California and describes the construction of the second bail out'' legislation. In an assessment of the damage done by this initiative, the paper includes a prophetic warning of the lessons the California experience holds for other states and for the future of public education in a tight budget era. (Author)

ED 188 359 EC 124 126

Infant Stimulation: A Review for Educators and Primary Care Personnel.
International Children's Centre, Paris (France).
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-May 79
Note-22p.
Available from-International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (Free)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development, *Developmental Stages, Emotional Development, *Infants, Language Acquisition, *Mothers, Motor Development, Parent Child Relationship, Parent Role, Social Development, *Stimulation

The value of infant stimulation is stressed in a report on the characteristics of infant development. The following five areas of development are discussed: sensorimotor, language, mental, emotional, and social. Stages of development during the first year in each of the areas are surveyed, and traditions in different countries are highlighted to illustrate techniques of stimulation. The role of the mother in providing the needed stimulation is considered and the authors conclude that the role of the mother is so important that it would be desirable to give women who work 6 months to a year maternity leave to provide this important function. (PHR)

ED 187 851 CE 024 626

Katz, Martin R. Shatkin, Laurence

Computer-Assisted Guidance: Concepts and Practices.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-RR-80-1
Pub Date-Mar 80
Contract-400-79-0020
Note-90p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, *Career Guidance, Career Planning, *Computer Oriented Programs, Data Processing, Decision Making, *Educational Technology, Guidance Programs, *Individualized Programs, Information Services, Information Systems, Occupational Information, Program Costs

This report reviews and analyzes the development and status of computer-assisted-guidance (CAG) systems. In terms of eight major topics which are introduced in a discussion of guidance and the computer, the report discusses the capabilities of computers in reference to other resources for guidance and describes and differentiates various CAG systems. The eight focuses with their minor headings are scope (information and guidance, data processing, and populations and settings), content (appraisal, information, decision-making, and planning), structure (direct access to information, structured search for occupations, cross-walks, and recapitulation for decision-making), style (interactivity, hardware, system design, and script-writing), procedures (what to include, sources of data, interpretation of data, and updating information), costs (itemization of components and typical costs per terminal hour), effects, and rationales for guidance and models of career decision-making (Parson's true reasoning, trait-matching for success or membership, and freedom, understanding, competence, and satisfaction). A list of references and glossary of acronyms are appended. (YLB)

ED 187 868 CE 025 105

Project EFFECT. Energy for the Future: Education, Conservation, Training. Curriculum Guide for the Training of Energy Extension Agents. A Working Paper, Volume ii: Supplemental Materials.

Indiana Univ., South Bend. Center for Energy Conservation.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-237p.; For related documents see CE 025 099-103.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation Education, *Energy Conservation, *Extension Agents, Instructional Materials, Learning Activities, Resource Materials, Tests, Vocational Education
Identifiers-Energy Extension Agents

Intended to be used in conjunction with the Project EFFECT (Energy for the Future Education, Conservation, Training) Curriculum Guide for Training Energy Extension Agents (available in ERIC as CE 025 100-103), this volume contains supplementary materials and full references to all outside resources used in teaching the modules. Samples of worksheets, handouts, and examination (with answers) are arranged in sections by module. An introductory page to each section indicates the number of the objective in the module to which material corresponds. To facilitate the locating of specific references, a bibliography-index is arranged alphabetically by modules. Materials are divided within each module into resources and evaluation materials and then arranged alphabetically under these two headings. Page numbers key resources to Volume ii. (YLB)

ED 187 906 CE 025 575

Some Significant Experiments in Vocational Training. (Surveys Conducted in 1977).

Council for Cultural Cooperation, Strasbourg (France).
Report No.-CCC/EGT-(77)-31

Pub Date-77
Note-162p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conferences, Demonstration Programs, *Educational Innovation, *Field Studies, *Foreign Countries, *Occupational Mobility, Program Descriptions, Surveys, *Technical Education, *Vocational Education
Identifiers-Belgium, Italy, Norway, Spain, Sweden, Switzerland, United Kingdom

A symposium was held to discuss the question, How and to what extent is technical and vocational education in Europe encouraging occupational mobility? Following the symposium, a series of visits was conducted to view innovative practices and experiments concerning this question; countries visited included Belgium, Switzerland, the United Kingdom, Italy, Norway, Sweden, and Spain. A questionnaire was completed by each visiting team and then widely distributed in the countries visited so that replies could be prepared for the visit reports. (The text of each country's questionnaire and each reply are included in this report.) Overall the findings were that all the new systems (1) have a common core and grouped training ending with specialization; (2) provide all-round training or at least a balance between general and vocational education; (3) prepare for social integration, some through traditional courses, others more actively; (4) allow for differentiation of length of training, either in the length of training cycles, through options, or through the permeability of the system; and (5) provide for a flexibility which is at least more extensive. In conclusion, questions were raised concerning the lack of originality, the importance of attitudes, and the meaning of sound'' technical and vocational education. (BM)

ED 187 987 CE 025 770

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77
Note-34p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Plumbing, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to Plumbing, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Industrial and Construction Occupations Career Cluster, these nine lessons review basic tools and equipment used by plumbers, discuss the consumer/plumber relationship and explore types of plumbing work and skills needed for this career. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 070 CG 014 467

Kent, Martha Whalen Kent, Dale

Competence Is for Everyone. Unit 4: Competence

Vermont Univ., Burlington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-55p.; For related document see CG 014 466.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitude Change, Elementary Education, Employment Patterns, *Individual Development, *Learning Modules, *Racial Bias, *Resource Materials, Sex Bias, *Sex Stereotypes, Social Change, Teaching Guides
Identifiers-*Judgment

These materials are part of a four-module series, Competence Is for Everyone,'' designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals, practices of social institutions in education, employment, and the mass media, and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the upper grade-level, reviews the concept of appraisal through activities focused on: (1) identifying person and task appraisals; (2) reviewing the bases of job assignments; (3) designing a stereotype-free environment; and (4) developing personal strategies for overcoming sexual and racial bias. Additionally, a teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

ED 188 091

CG 014 488

Mills, Carol J. Tyrrell, Donald J.

Sex and Sex-Role Effects on Release from Proactive Interference.

Pub Date-May 80

Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Cognitive Processes, Concept Formation, *Learning Processes, *Memory, *Nontraditional Occupations, Occupations, *Sex Differences, Sex Role, Sex Stereotypes, *Social Environment, Stereotypes

Identifiers-*Encoding Processes

A release from proactive inhibition (PI) task'' method examines the masculine-feminine connotation of a word as an attribute of encoding in memory. Male (N 45) and female (N 61) subjects were given four trials, each trial consisting of three occupations with all masculine or all feminine connotations, a subtraction task, and a recall sheet. Males presented with three sets of masculine occupations, and then switched to feminine occupations on the fourth trial, showed a continual decline in recall. Males presented with a feminine-masculine switch showed 80% release from PI. Males may first have classified masculine occupations presented as occupations,'' with feminine occupations subsumed into this category. Males presented first with feminine occupations classified them as such, making the later-presented masculine occupations a new category. Females distinguished between masculine and feminine occupations, regardless of order of presentation, showing a small consistent release from PI. A differing social reality experienced by males and females has an influence on encoding of occupations. No sex-role effects were found. Further research should investigate the effects of cognitive structures such as memory encoding categories on social interaction. (NRB)

ED 188 291 EA 012 722

Gress, James R.

Managing School Curriculum/Program/System Change: Initial Identification of Criteria.

Pub Date-Nov 79
Note-21p.; Some tables may not reproduce clearly due to small print.

Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, *Criteria, *Curriculum Development, *Diffusion, Educational Environment, Elementary Secondary Education, *Instructional Innovation, Tables (Data), Teacher Characteristics, Teacher Influence

Five empirically based literature sources that identify variables potentially associated with successful implementation of curriculum change are synthesized and identified in a lengthy summary table. Some initial generalizations made from the literature sources are summarized. Curricula that are responsive to real local problems and do not deviate significantly from local value systems appear to be more successfully implemented than others. Teachers of relatively greater professional experience and competence probably change professional behaviors more easily than others. Consistency between change system characteristics and community expectations appears to facilitate curriculum change. Curriculum change is optimized in positive or supportive environments. And finally, curriculum implementation can be facilitated only when adequate time, materials, staff, and fiscal resources exist, when the change involved is a high priority, and when needed resources have been identified and allocated. (Author/MLF)

ED 187 834 CE 016 825

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part G. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-71p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, *Auto Mechanics, Basic Skills, Behavioral Objectives, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Job Performance, Job Skills, *Mathematics, *Occupational Information, Reading Skills, *Refrigeration Mechanics
Identifiers-Adult Competency Education Project, California (San Mateo County), *Motorcycles

This fourth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Refrigerator Mechanic and Motorcycle Repairperson. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific tasks with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 965 CE 025 748

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-13p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Speech Communication, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on careers for good speakers, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the careers which are open to good speakers. (This unit is one of six in the series on communications and media careers. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

ED 188 007 CE 025 814

Activities of Daily Living Curriculum for Handicapped Adults. Materials Development Center Reprint College of Southern Idaho, Twin Falls ; Magic Valley Rehabilitation Services, Inc., Twin Falls, Idaho.; Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-National Inst. of Handicapped Research (DHEW), Washington, D.C.

Pub Date-78

Grant-12-P-55307/5

Note-759p.

Available from-Materials Development Center, Stout Vocational Rehabilitation Center, University of Wisconsin Stout, Menomonie, WI 54751 ($15.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors-*Adult Education, Behavioral Objectives, Course Descriptions, *Daily Living Skills, Evaluation Criteria, Group Homes, Home Economics Skills, Hygiene, Identification, Measurement, *Mental Retardation, Money Management, *Normalization (Handicapped), *Physical Disabilities, Reading Skills, Rehabilitation, Telephone Usage Instruction, Time, Travel Training, Writing Skills

Identifiers-Post Office

Designed for use in group and shelter homes, this curriculum is intended to impart the necessary skills for independent living. It should also better prepare mentally and physically handicapped individuals with the training required to handle the responsibilities accompanying competitive employment. These fourteen courses are included: money handling, cooking, reading, time, writing, personal identification, use of the telephone, use of the post office, transportation, measurement, housekeeping, clothing care, self-care and personal hygiene, and shopping. Each course is divided into skill areas which consist of a number of objectives. The format for each objective is as follows: course title, skill area and number, objective and objective number, instructional materials required, performance criteria, application, prerequisite, reinforcement, and procedure. The procedure is presented as a training sequence which describes the procedure in steps with corresponding keypoints that detail teacher information and client instruction. Diagrams, forms, and examples are provided as necessary. (YLB)

ED 188 113 CS 005 438

Carter, Athelene P.

Project IRIS, Improving Reading Instruction School-Wide.

Pub Date-Feb 80
Note-15p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (5th, Nashville, TN, February 6-9, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Programs, Elementary Education, Guidelines, *Program Content, *Program Design, *Program Development, Program Effectiveness, Program Guides, Program Implementation, *Reading Improvement, *Reading Instruction, *Reading Programs

Project IRIS (Improving Reading Instruction School-Wide) is one school district's effort to improve reading instruction. The project's first three years have produced median reading gains of one year or more per student per year. Although the most important aspect of Project IRIS is school-wide commitment to improving reading instruction, other critical elements of the program are the following: using a basal reading series instead of a variety of unrelated textbooks; developing a comprehensive skills sequence chart, making it available to all teachers, and including it in students' cumulative records; issuing textbooks only after reading diagnosis is complete; using reading materials that reflect students' maturing interests; administering an initial reading inventory to all students; emphasizing mastery teaching; ignoring student grade designations as much as possible, while emphasizing the student's reading level; involving teachers in textbook selection and the sharing of instructional materials; conscientiously evaluating program effectiveness; maintaining communication with parents about student progress; and preceding program implementation with inservice activities for all professional personnel. It has been concluded that a well-balanced reading program should be comprised of attention to basic skills, oral reading, recreational reading, and content area reading. (RL)

Barnett, Dolores
Attitudinal Change through a Parent Education Program.
Pub Date-80
Note-56p.; Paper presented at the Annual Meeting of the Mississippi Reading Association (9th, Biloxi, MS, February 29-March 1, 1980). Some pages may be marginally legible.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Attitude Change, Compensatory Education, *Educational Research, *Parent Attitudes, Parent Child Relationship, *Parent Education, *Parent Workshops, Preschool Children, Primary Education, *Reading Improvement
Identifiers-*Elementary Secondary Education Act Title I

Forty parents volunteered to take part in a study of an education program for parents of Title I primary school students. Specifically, the study sought to determine if the program could improve the parents' attitudes toward their children, themselves, and the local school. The parents were equally divided into an experimental and a control group. The experimental group participated in three-hour workshops once a week for ten weeks. These workshops were devoted to topics related to both the cognitive and affective areas of learning. Specific topics included developing language abilities, self-control, self-concept, visual perception and discrimination, social skills and emotional stability, prereading skills, and reading skills. The control group also met in three-hour workshops once a week for ten weeks and were taught phonics and observed demonstrations of classroom reading instruction. Both groups were pretested and posttested using semantic differential scales to measure their attitudes toward themselves, their children, and their children's school. The results showed that while the attitudes of the two groups were not significantly different before the program, they were significantly so after the program with the experimental group showing a positive change in attitude. (FL)

ED 188 178 CS 205 595

Garrison, Bruce

Contributions of Print Journalism to the Study of Political Communication.

Pub Date-May 80

Note-18p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Information Dissemination, *Journalism, Mass Media, *Media Research, Newspapers, News Reporting, *Political Influences, *Politics, Research Needs

Print journalism and journalism research have contributed many concepts, principles, and communication techniques to the field of political communication. An examination of the indexes of Public Opinion Quarterly,'' Journalism Quarterly,'' and the Journal of Communication'' through the mid-1960s indicates the evolution of the study of print media in the political process. Among the subjects given emphasis are media content and coverage, persuasion, news bias, newspaper influence on voters, and newspaper reporting of political public opinion polls. Other aspects of newspaper reporting that have been studied or proposed for study are the inadvertent altering of message content, gatekeeping (or news decision making), and the effectiveness of different media as information sources. A great deal of research has dealt with the effects of print media coverage. Among the many communication techniques created over the years, generally by print journalists, that facilitate coverage of political activity, are the press conference, the journalistic interview, and the press briefing. Students of political communication must now turn more attention toward redefining political communication. They must examine the communication of political information outside the campaign context, the relationship between government and the media, and the role of politics in communication. (GT)

ED 188 201 CS 205 627

Harmon, Gary L.

The Value of Literature Study to the Composition Teacher.

Pub Date-Mar 80

Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content, *English Teacher Education, Literary Devices, *Literature Appreciation, Preservice Teacher Education, *Teacher Education Curriculum, Writing (Composition), *Writing Instruction

A review of the arguments for and against requiring literature courses in the preparation of teachers of English reveals that a thorough knowledge of literature is essential to teach English, and especially composition courses, successfully. Courses in rhetoric, linguistics, and advanced writing are also necessary, but the major emphasis should be on literature study for these reasons: (1) good reading experience is the best preparation for being a good writer, (2) literature study provides a background for giving constructive editorial help to student writers, (3) it provides experience in the close reading of texts, (4) it provides literary knowledge of writers' techniques, and (5) it provides teachers with the understanding to give student writers the fullest possible information about what they are doing and how their writing affects readers. (AEA)

Wilson, Dawn

From Confidence to Competence: The Journal as Steppingstone.

Pub Date-Mar 80

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assignments, College English, Higher Education, Learning Activities, Sequential Approach, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers-*Composition Process, Revision (Written Composition), *Student Journals

A journal-based college composition program has been developed that links journal writing to the development of competence in more formal writing. Students write both free choice and assigned entries, and their entries become the basis of all the themes they write; in-class assignments focus on the improvement of specific aspects of the journal entries. Each student's journal is given an end-of-semester grade based largely on effort. Assignments are sequential and are based on a synthesis of prominent educators' views on appropriate sequential writing activities. They progress from preliminary free writing exercises to personal and narrative writing, and then to descriptive, expository, and persuasive writing. The concept of invention is introduced, and the distinction between process and product between journal entry and theme is stressed. Students are given help in transforming journal entries into themes, in inventing new material, in reorganizing and rearranging existing ideas, in detecting stylistic weaknesses, and in rejecting inappropriate material. A journal-based composition program provides needed writing practice while at the same time helping students become competent, proficient writers. (GT)

ED 188 360 EC 124 127

Wozniak, Robert H.

Soviet Psycho-educational Research on Learning Disabilities: Implications for American Research and Practice.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-76-0119
Note-60p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attention, Auditory Perception, Cognitive Processes, Elementary Secondary Education, Exceptional Child Research, Foreign Countries, *Learning Disabilities, Learning Theories, Literature Reviews, Memory, *Psychoeducational Methods, *Psychological Studies, *Research Needs, Special Education, State of the Art Reviews, Visual Perception
Identifiers-*USSR

The implications of Soviet psychoeducational research on learning disabilities (LD) and its relevance to American research and practice are discussed. The first section provides an overview of the general perspective of Soviet special education, with particular reference to LD and its relationship to Soviet psychology and philosophy. The second section presents a review of published experiemental psychological research with LD children in the following areas: visual/auditory perception, attention, memory, and cognitive function. The final section draws implications for American work including the recommendation that American research ought to focus on constructing an adequate general theory of the integrated system of psychological processes underlying knowledge acquisition. (Author/PHR)

ED 188 383 EC 124 252

Bender, Nila N.
Private Speech of Down's Syndrome Children in the School and Home.
Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Downs Syndrome, Exceptional Child Research, *Language Patterns, *Speech Habits

Six Down's syndrome children (mean age 10 years) were observed in three settings: structured school, unstructured school, and home. Private speech utterances were recorded. Results showed that 13% of the utterances were private speech, with Ss varying from 11 to 53 utterances. Forty-nine percent of the utterances functioned as regulative/descriptive, 33% as affective, and 10% as fantasy/role playing. The utterances accompanying action usually described or encoded action (88%) rather than guiding the action (12%). Self verbalization literature stressed regulating/describing action, controlling self or others, and mediating. Private speech utterances of these Ss seldom functioned as controlling, regulating, or mediating, but often as encoding or describing an action after it had been initiated. (Author/SBH)

ED 188 028 CG 014 349

Cheng, Maisy Larter, Sylvia

Study of Returning Students, Part 2: The Attitudes of Principals, Guidance Counsellors, Teachers and Students to Returning Students. Report Number 149.

Toronto Board of Education (Ontario). Research Dept.

Pub Date-Dec 79

Note-89p.; For related documents see CG 014 350 and ED 165 039.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Attendance, *Attitudes, Comparative Analysis, Dropouts, Followup Studies, Foreign Countries, *Principals, *Reentry Students, Responses, *School Counselors, Secondary Education, *Secondary School Students, Student School Relationship, *Teacher Attitudes, Youth Problems

Identifiers-Canada, *Ontario (Toronto)

This second of three reports on a study of returning students attending Toronto Secondary Schools during the 1977-78 academic year describes the attitudes of principals, vice-principals, guidance counselors, teachers, and regular students toward returning students on the following issues: (1) the best educational setting for returnees; (2) the reasons students return to school; (3) the problems students have on returning to school; (4) the problems the schools create for returnees; (5) the problems returnees create for the schools; (6) the solutions to the problems which exist; and (7) characteristics of returning students. A sample of 229 students and 348 administrative and teaching staff from the Toronto Secondary Schools participated in this survey, which collected data through two sets of questionnaires, one for students and another for staff. The responses of the students are presented in the first half of the findings, while those of the school personnel are reported in the latter half. Highlights of these findings indicate that students and staff feel that the best form of education for returnees is dependent on the returnees' needs, and that, while students tend to feel it is not easy for dropouts to return, staff feels it is. (Author)

ED 188 268 CS 502 958

Bavendam, James M. Harper, Nancy L.

Organizational Turnover: Correlates, Satisfaction, Opportunity, and Length of Service.

Pub Date-May 80
Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Behavioral Science Research, *Career Change, Communication Problems, *Communication Research, Employer Employee Relationship, *Job Satisfaction, *Labor Turnover, Occupational Mobility, *Organizational Climate, Organizational Communication, Predictor Variables, *Work Environment

In a study of turnover in a midwest trucking firm, the files of 199 terminated drivers were used in a statistical analysis of 19 variables that might have been correlated to length of service. A series of interviews with drivers and key management personnel supplemented the statistical data. It was found that previously identified biographical correlates were less predictive than expected. It was suggested that these findings resulted from intervening variables, such as an adverse working environment, dissatisfaction, and perceived high opportunity. These results highlighted some of the logical problems with identifying intervening variables, the need for an alternative method of statistical analysis, and the possibility of a satisfaction threshold'' below which traditional correlates lose their predictive ability. In short, the study implied that information about the present organizational climate and satisfaction with working conditions were valuable in the selection of correlates to turnover, the interpretation of statistical information, and the identification of possible intervening variables.

The study also suggested important redefinitions of key concepts, such as satisfaction, opportunity, and length of service. (RL)

Harman, Grant

Exploring Politics in Education: Some Barriers and Some Theoretical Considerations.

Pub Date-May 80
Note-40p.; Paper presented at the Annual Meeting of the Australian College of Education (21st, Brisbane, Qld., Australia, May 11-16, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Policy, Educational Research, *Government School Relationship, *Policy Formation, *Political Influences, Politics, *Public Policy
Identifiers-*Australia

Many members of the educational community today believe that political pressures have a major effect on education policy and institutions. This paper discusses four barriers that impede teachers and administrators who must cope with these new political pressures. The four barriers include the problem of meanings and definitions, the lack of perspective due to frustration over meanings, doubts about systematic investigation of political processes and behavior in education, and a sense of professional powerlessness among educators. The discussion draws from research in political science and sociology and from work by scholars in the area of the politics of education. The latter includes results from a team project concerned with exploring the education policy process at the state level in Australia and the United States. The paper concludes that the four barriers can be overcome: (1) by making meanings clearer; (2) by understanding how political and educational processes are interrelated; (3) by accepting the possibility of systematic exploration of political phenomena; and (4) by recognizing the critical role of professional expertise. (Author/LD)

ED 188 408 EC 124 368

Klein, Shirley Jenkins, Offa Lou
A Consumer Looks at Realistic Career Planning.
Pub Date-Apr 80
Note-8p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-21).
Available from-Offa Lou Jenkins, Winthrop College, Rock Hill, SC 29733 ($0.04 per page, xerox copy)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Career Choice, *Career Planning, *Disabilities, Parent Counseling

A disabled writer recounts her experiences in career exploration and planning and suggests that realistic'" planning not be confused with taking the path of least resistance. She lists four necessary actions for meeting the needs of exceptional persons: early identification, amelioration according to identified needs, early and consistent parent counseling with agreed upon comprehensive service plans in the hands of parents, and long range planning from birth to death. (CL)

ED 187 869　　CE 025 140

Baird, Joan Whitworth, C. Sue

Instructors' Manual for Training Vocational Teachers to Prepare Advisory Council Members to Conduct Interviews.

Oklahoma State Univ., Stillwater. Div. of Home Economics.

Pub Date-May 78

Note-70p.; Due to colored background some pages may not reproduce clearly.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Attitudes, *Advisory Committees, Attitude Measures, *Community Attitudes, Employer Attitudes, Instructional Materials, *Interviews, Lesson Plans, Opinions, Parent Attitudes, Questioning Techniques, Questionnaires, *Sex Fairness, Student Attitudes, Teacher Attitudes, *Vocational Education, Vocational Education Teachers

This packet of materials is designed to provide the vocational teacher with everything necessary to train advisory council members to interview in the school community. It also contains complete information on the teacher's role in the project and teacher instructions for using each item. Contents include instructions and lesson plan for advisory council member training (with objectives and plan of action); Perceptions of Sex Equity in Vocational Education'' forms with administration instructions; three reproduced transparencies with instructions for use; three handouts Interviewing Techniques, Stock Answers to Respondents, and A Sample Introductory Phone Conversation with instructions for use; materials concerning interviewing, including instructions for interview assignments, master list of interviewees and advisory council members, instructions for assigning alternate interviewees, five questionnaires (for parents, students, employers, teachers, and administrators), and instructions for distributing the questionnaires; progress log and instructions for use; instructions for administering the Perceptions'' form as a posttest; and instructions for returning questionnaires. (YLB)

ED 187 927 CE 025 626

Starr, Harold And Others

Coordination in Vocational Education Planning Barriers and Facilitators. Research and Development Series No. 187.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-80
Contract-300-78-0032
Note-56p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.80).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, Agency Cooperation, *Cooperative Planning, *Coordination, *Educational Cooperation, *Educational Planning, Methods, Problems, Relationship, *Vocational Education

This monograph is intended to provide readers with a more informed understanding of the current state of coordination in vocational education planning. The report consists of three chapters and two appendixes. Following the introduction (chapter 1), the second chapter describes general processes and procedures that are useful for facilitating improvements in coordinative relationships in support of vocational education planning and ways for facilitating improved coordinative relationships with respect to specific problems and barriers to coordination. These barriers are presented in terms of a theoretical perspective and its operational implications. This chapter also contains examples that depict how coordination in vocational education planning is impeded by the identified barriers. Chapter 3 contains descriptions of the concept of coordination, basic necessities for interorganizational relations, and characteristics underlying coordinated behavior that can enhance or impede coordination. Chapter 3 also includes a table that cross-references facilitators to coordination, which are found in chapter 2, with facilitators to coordination derived from the literature review. Appended material includes a list of field-site coordinators and consultants who participated in the study and a list of the persons by role who participated in the dialogue sessions. (LRA)

Rosser, Arthur
The Developmental Growth of Elementary School Students and the Role of Industrial Arts in the Process. ACESIA Monograph 5.
American Council for Elementary School Industrial Arts, Washington, D.C.
Pub Date-78
Note-45p.; For related documents see CE 025 660-665.
Available from-Dr. Keith Blankenbaker, ACESIA Publications Chairperson, 190 West 19th Ave., The Ohio State University, Columbus, OH 43210 ($1.00)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescent Development, Adolescents, Affective Behavior, *Behavior, Behavior Patterns, Child Development, Children, Developmental Stages, *Elementary Education, Emotional Development, *Industrial Arts, *Integrated Curriculum, Intellectual Development, *Learning Activities, *Motor Development, *Perceptual Development, Physical Characteristics, Social Development

This monograph provides a detailed description of the child about whom and for whom the activities of the elementary school industrial arts program are directed and of the role of industrial arts in the elementary school curriculum. The first section is a detailed description of the child from age three to thirteen and includes general physical characteristics, emotional and social traits, motor and intellectual development, and examples of observable patterns of behavior not detailed as unique characteristics. The next section is a model (using age five as an example) that matches expected behaviors (kindergarten) with provisions (educational experiences). The third section discusses the role of industrial arts activity as part of the elementary school curriculum. The integration of industrial parts as part of the total curriculum is advocated. Among the benefits to elementary school children that are cited are these: orientation to the world and opportunities to use and develop various skills, develop mind-body coordination, analyze parts to a whole, interact, and organize, plan, create, and evaluate using a variety of media. A chart lists development characteristics (ages three to thirteen) and correlates them with characteristics of appropriate technological activities. (YLB)

ED 188 049 CG 014 443

Prosecutor's Responsibility in Spouse Abuse Cases.
National District Attorneys Association, Chicago, Ill.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Note-56p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00900-0)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Battered Women, Court Litigation, Criminal Law, *Family Problems, Justice, *Lawyers, Legal Problems, *Legal Responsibility, Marital Instability, *Spouses, State of the Art Reviews, *Violence
Identifiers-*Victims

A conference on the role of the prosecutor in spouse assault cases, organized by the National District Attorneys Association (NDAA) and the Center for Women Policy Studies (CWPS) was held in Memphis, Tennessee, September 25-28, 1978. The objectives of this conference are described in terms of the need to reach consensus on how cases should be handled by prosecutors and the way in which information can be exchanged among prosecutors representing the 17 cities where LEAA-funded family violence projects exist. Issues addressed included: (1) the nature and extent of family violence, particularly spouse abuse; (2) the appropriateness of criminal prosecution; (3) criteria for determining prosecution; (3) measures to assure victim cooperation; (4) ways to overcome proof and evidentiary problems; (5) effective dispositions; and (6) effective alternatives to prosecution. A list of conference participants and an annotated bibliography of selected readings are also provided.

(Author/HLM)

ED 188 135 CS 005 501

Cushenbery, Donald C.

Ten New Directions for Reading in the 80's: What They Mean to Your School.

Pub Date-Jun 80

Note-15p.; Paper presented at the Annual Meeting of the Conference on Reading (26th, Moorhead, MN, June 16-20, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, Diagnostic Teaching, *Educational Needs, *Educational Trends, Education Work Relationship, Elementary Secondary Education, Informal Assessment, Inservice Teacher Education, *Reading Instruction, School Community Relationship, Student Records, *Teaching Methods

Identifiers-Holistic Approach

Investigations of both printed professional materials for reading teachers and the interaction of reading authorities across the United States have revealed ten current directions and needs in reading instruction. They are: (1) an emphasis on absolute educational accountability with respect to reading skills of students; (2) renewed and pronounced demands for teacher accountability; (3) the use of classroom-tested informal evaluation techniques by classroom teachers; (4) the development of Individualized Education Programs (IEPs) for all children; (5) increased attention to the holistic development of reading skills; (6) the development of better methods through which teachers can share information about students' reading abilities; (7) the growing realization that there is no one preferred method for teaching reading to all children; (8) recognition of the need for individualized inservice programs for reading teachers at different ability levels; (9) the need for reading teachers to convey information to the public about positive aspects of current reading programs; and (10) the need for building reading programs that correlate with practical reading requirements that students will face in later life. (A parable is included that demonstrates the need for more than one method of teaching reading.) (GT)

Dutka, Julia To
Anaphoric Relations, Comprehension and Readability.
Pub Date-Sep 79
Note-34p.; Paper presented at the Annual International Conference on Processing of Visible Language (2nd, Niagara-on-the Lake, Canada, September 3-7, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, College Students, Higher Education, Language Patterns, *Pronouns, *Readability, *Reading Achievement, *Reading Comprehension, *Reading Processes, *Reading Research
Identifiers-*Anaphora

The relationship between anaphoric nominal substitution and reading comprehension was studied. The Diagnostic Reading Test and the Substitution Test were administered to 80 college juniors, seniors, and graduate students in teacher certification courses, and to 92 college freshmen seeking assistance in improving their reading skills. Positive and significant relationships were found between total substitution scores and reading scores for both samples. It was found that anaphoric resolution was a highly complex cognitive-language skill and a factor in reading comprehension, explaining approximately 59% of the variance in reading performance. The process of antecedent-substitute resolution was not a simple matter of recovering the information from the context. The distance a reader had to backtrack to locate the antecedent and the amount of information represented by the substitute were found to be good predictors of difficulty in performing the referencing task. Of the four item characteristics investigated, the syntactic variables change and discrepancy were not as powerful as the semantic variables length and distance in explaining item difficulty. Since readability measures have not incorporated anaphoric relations as a factor in their assessment, it was recommended that a framework for examining the comprehensibility of text would be a valid alternative to readability formulas when it would be necessary to evaluate and select materials for specific readers. (RL)

ED 188 292 EA 012 723

Kudlaty, Frank

Reduction in Force: Is Your Board Prepared?

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Responsibility, *Administrator Role, *Board of Education Policy, Class Size, Elementary Secondary Education, *Reduction in Force, Superintendents

Identifiers-*Texas (South)

One of the conditions set forth in the hiring of the new superintendent of a southeast Texas school district was that a reduction in force would be accomplished. How this process, that usually involves six months planning time and and additional year to carry out, was accomplished in a period of six months is detailed in this speech. An analysis of the reduction in force program reveals that its strengths were planning, involvement of principals, support of the school board, support of the media, and the superintendent's ability to be less than popular and take the heat in his first year in the district. Program weaknesses were identified as the failure to identify maximum class size early in the discussion, failure to involve the teacher association earlier in the planning stages, the fact that the district waited until the situation was of such a magnitude that drastic action was necessary, and referring to employees as excess'' or surplus.'' (MLF)

ED 188 315 EA 012 766

Amlung, Susan, Ed.
When a School Is Closed . . .
Educational Priorities Panel, New York, N.Y.
Pub Date-May 80
Note-59p.; Graphics may not reproduce clearly.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Building Conversion, Community Characteristics, Community Influence, Declining Enrollment, Disadvantaged Environment, Educational Facilities Planning, Elementary Secondary Education, *Neighborhood Schools, Planning Commissions, Prevention, *School Closing, School Community Relationship, School Policy, *School Vandalism, Shared Facilities, *Socioeconomic Influences, *Urban Environment, Urban Planning
Identifiers-*New York (New York)

The purpose of this report is to study the transition from school to surplus property and the consequences for the immediate neighborhood. From the 53 schools closed in New York City since 1975, six schools were selected for study. Of the six schools, three are vacant, two are used by private organizations, and one by the board of education. Data on indicators of neighborhood change in each of the six communities were collected from city and local sources. In those cases where alternate uses were developed for empty school buildings, the neighborhood retained its character and its style; where buildings were vacant, crime and decay appeared to spread, and the fabric of the neighborhood was torn. The following problems in finding alternate uses for closed schools are identified: lack of coordination among agencies at the city and community level; ineffective strategies for protecting school buildings prior to reuse; and absence of strategic and long-term planning for marketing surplus schools. These problems are discussed and recommendations made for their solutions. (Author/MLF)

ED 187 852 CE 024 703

Assessing and Meeting the In-Service Staff Development Needs of Vocational Educators Serving Special Needs Learners. Final Report. Vocational-Technical Education Research Report. Volume 17, Number 25.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-284p.; Some pages in this document will not reproduce well due to light and broken or small type.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Disabilities, *Disadvantaged Youth, Field Tests, *Inservice Teacher Education, Learning Modules, *Mainstreaming, *Needs Assessment, Regional Schools, Secondary Education, Special Education, Staff Development, Teaching Methods, *Teaching Skills, Technical Assistance, Vocational Education, *Vocational Education Teachers, Vocational Schools
Identifiers-Mainstreaming the Disadvantaged, Pennsylvania

The intent of the second-year project was to (1) provide inservice training in competencies needed by vocational teachers to teach special needs students, (2) field test teachers' modules developed by the University of Pittsburgh, (3) establish the need and mode of delivery of vocational special needs inservice, and (4) develop a system of delivery of special needs inservice teacher education. Two courses and several inservice meetings were presented. Thirty inservice teachers participated in the courses, and approximately 110 attended the conferences. A special needs inservice assessment survey was conducted among 2,209 vocational educators and support personnel in the Centre Region. Over 45% responded and indicated relative importance of special needs education issues and relative need for inservice activity. Identification of student learning and students' work attitudes were ranked as 1 and 2 in importance of professional tasks regarding the education of special needs learners. The needs for inservice programs for identifying students' learning difficulties and developing students' work attitudes were ranked highest. (Appendixes, amounting to approximately three-fourths of the report, include project materials, learning modules, evaluation forms, and the questionnaire.) (YLB)

ED 187 888 CE 025 447

Equall, Steve A.

Planning for Vocational Education through Needs Assessment.

Nebraska State Dept. of Education, Lincoln.
Note-76p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data Collection, Demography, Employment Projections, Employment Statistics, *Guidelines, *Needs Assessment, Occupational Information, *Program Development, Program Evaluation, Records (Forms), Resources, *Surveys, *Vocational Education

For use in vocational education planning, guidelines are presented for conducting a needs assessment which would determine the numbers and kinds of jobs available now and in the future, the needs and aspirations of the local community, the interests and ambitions of the students, and the resources available to do the job. One section is devoted to each of the following: (1) the rationale for a needs assessment in the planning process, (2) an overview of the elements involved in the needs assessment process, (3) designing the study, (4) the job market analysis, (5) the existing program analysis, (6) the population analysis, (7) the resources analysis, (8) developing the program plan based on the assessment results, and (9) references. Data forms for use in all phases are included. (BM)

ED 187 907 CE 025 584

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Note-51p.; For related documents see CE 025 585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Clothing Design, Educational Resources, Fashion Industry, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Units of Study

Identifiers-Clothing Related Occupations, Project CHOICE

This teaching unit, Introduction to Clothing Design, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten clothing design lessons give some background information related to clothing design and explore job responsibilities connected with the clothing designer. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 988 CE 025 771

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-53p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, *Nursing, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This teaching unit, Nursing, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Health Occupations Career Cluster, these ten lessons introduce some basic medical terminology, discuss duties and responsibilities of nurses in the various fields of specialization and give nursing qualifications and employment opportunities in the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 071 CG 014 468

Callister, Sheldon Berger, Mike

A Study of Failures of Follow-Through for Initial Mental Health Interviews.

Pub Date-80

Note-13p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (50th, Tucson, AZ, April 9-12, 1980).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, Cost Effectiveness, Decision Making, *Dropout Prevention, *Failure, *Mental Health Clinics, *Organizational Effectiveness, *Participation, Performance, Program Evaluation, Research Projects, Surveys, *Systems Analysis

Identifiers-*Appointment Keeping

Mental health center administrators are concerned about persons who contact centers but fail to keep initial appointments. Factors within centers that discourage client follow-through must be identified and changed. Telephone surveys were attempted for 50 such individuals from the youth (N 23) and adult (N 27) team logs of the Weber Mental Health Center in Ogden, Utah. The responses (N 41) were tabulated by month of contact, referral source, respondent's presenting problems, demographic data, helpfulness of initial contact, and reasons for failure to follow-through. The typical follow-through failure appeared to be female, between the ages 31 and 40, referred by a family member, and treated well in initial contact. Reasons for failure to follow-through included cost, family objections, waiting period before the appointment, center location, and transportation problems. Results suggest that: (1) intake workers should be well-trained to deal with emotional callers; (2) appointments made by the agency for a third party should be agreed to by that person; (3) clients should be reminded of appointments through telephone call-backs; and (4) callers concerned over costs should be referred to staff responsible for setting fees. (NRB)

ED 188 092 CG 014 489

McCune, Joseph T. Schmitt, Neal
The Relationship Between Job Attitudes and the Decision to Retire.
Pub Date-80
Note-14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Demography, *Economic Factors, Employment Patterns, Incentives, *Job Satisfaction, Middle Aged Adults, *Older Adults, Physical Health, *Predictor Variables, Questionnaires, *Retirement, *Work Attitudes

Most governmental or organizational efforts to influence the retirement decision have used financial incentives. The extent to which job attitudes are predictive of early retirement decisions beyond the predictions by income, health and demographic characteristics is an important consideration. Michigan Civil Service employees (N 379) who were eligible to retire responded to questionnaires of financial, demographic, health and job perception measures. A year later, a second questionnaire identified those who had retired and those who continued to work. Demographically, retirees tended to be female, non-white, have less education, and come from smaller communities than non-retirees. Retirees reported more illnesses, had lower salaries and fewer dependents than non-retirees. Although retirees viewed their retirement income as adequate and their jobs as less challenging, job attitudes did not add significantly to retirement prediction. Financial variables are most important in the retirement decision, therefore financial incentives should be relatively effective in influencing such decisions. (NRB)

ED 188 202 CS 205 628

Lower, Frank J. Winsor, Jerry L.

Kohlberg's Theory of Moral Development: A Pedagogical Paradigm.

Pub Date-Mar 80
Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980). Table I may be marginably legible.
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College English, *English Instruction, Higher Education, *Moral Development, Psychology, Teaching Methods, *Values
Identifiers-*Kohlberg (Lawrence)

Noting that psychologist Lawrence Kohlberg's pedagogical approach is predicated on the classroom discussion of moral dilemmas, this paper suggests that its affinity to the teaching of literature, communication, and composition is a natural one. The first part of the paper offers a detailed explication of Kohlberg's stages of moral development, while the second part provides suggestions for the application of Kohlberg's theory by English teachers. Specific suggestions offered include presenting moral dilemmas to the class to initiate discussion, writing assignments, oral reports, and analyses of literature; having students develop and present original dilemmas as the basis of class discussions and writing assignments; and directing students toward examples of moral dilemmas posed in literature selections in order to have them evaluate the charcters' responses to those dilemmas and discuss their own responses to them. (FL)

ED 188 224 CS 205 651

Telleen, Jane A.

Self-Assessing Abilities of Freshman Writers.

Pub Date-Mar 80
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen, Higher Education, Remedial Instruction, *Self Evaluation (Individuals), *Writing (Composition), *Writing Instruction
Identifiers-*Revision (Written Composition), *Writing Research

In view of research findings that unskilled writers are rule-based rather than context-based in revision of their written work, a study was conducted of the stage between writing a rough draft and the teacher conference to determine how inexperienced writers would articulate their performance and evaluate their strategies for revision. An open-ended preconference form was designed and was completed by students in regular and remedial college composition classes. Questions on the form included the following: (1) What do you like best about your essay? (2) What is your goal in this paper? (3) What do you want the reader to do or think in each paragraph? (4a) List the specific strategies you used and relate them to what you wish the reader to do or think; and (4b) list the questions or problems that you have in each paragraph. Results indicated that better writers could use and articulate more strategies than could poorer writers; on 4a, poorer writers were unable to articulate the hierarchy or order of their ideas; and better writers performed better on 4b. This form has since proved very effective as a teaching tool, since it models the attitudes and behaviors expected of good writers. (DF)

ED 188 384 EC 124 253

Davis, F. James Heyl, Barbara Sherman

Approaches to Needed Sociological Research on the Physically Handicapped.

Pub Date-78

Note-16p.; Paper presented at the Meeting of the American Sociological Association (San Francisco, CA, 1978).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Disabilities, Legislation, Medical Research, *Physical Disabilities, Rehabilitation, *Research Methodology, *Research Needs, Social Bias, *Social Science Research, *Sociology

The authors consider the possibilities for sociological rehabilitation research in three areas: deviance, minority-dominant relations, and law and politics. Among the areas investigated by medical sociologists are the stigma of disability, discrimination against the physically handicapped as compared to discrimination against minority groups, and the effect of legislation on social change. (SBH)

ED 188 409 EC 124 369

Stile, Stephen W. And Others

Child Abuse and Neglect: University-Based Preparation for Special Education Personnel.

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-36).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse, Course Descriptions, Higher Education, *Preservice Teacher Education, *Program Descriptions, Student Placement

The paper discusses preservice training for educators in the area of child abuse. The relationship between disability and abuse is examined, as is the placement of abused children in special education programs. Analysis of 13 students' questionnaire responses indicated that as a result of a child abuse course, 92% had shared information from the course with their colleagues, 77% had done further reading in the area, and 46% had reported a suspected case from among their student population. The authors discuss plans to evaluate four models for preservice training in child abuse offered at three other undergraduate and graduate settings. (CL)

ED 187 835 CE 016 826

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part H. ACE Competency Based Job Descriptions:

San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-90p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, *Appliance Repairers, Basic Skills, Behavioral Objectives, *Carpenters, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Job Performance, Job Skills, *Mathematics, *Occupational Information, *Painting (Industrial Arts), Reading Skills, Service Workers, Skilled Workers
Identifiers-Adult Competency Education Project, California (San Mateo County), Gas Appliances, *Line Repairers

This fifth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Household Appliance Mechanic; Lineworker; Painter Helper, Spray; Painter, Brush; and Carpenter Apprentice. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 966 CE 025 749

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-30p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, *Law Enforcement, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Simulation, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This junior high teaching unit, Inside the Law: A Link to Language Skills, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of fourteen instructional activities designed to acquaint students with careers in investigative work. In addition, activities are provided that allow the student to apply language skills to simulated investigative activities. (CE 025 760 is a unit introducing careers in public service. For junior high units on other career clusters see CE 025 738-765.) (LRA)

ED 188 114 CS 005 442

Hayes, Christopher G.

An Overview of Psycholinguistic Reading Theory.

Pub Date-Mar 80
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decoding (Reading), Miscue Analysis, *Psycholinguistics, *Reading Comprehension, *Reading Diagnosis, Reading Processes, *Reading Research

In the most adequate psycholinguistic model of the reading process the proficient silent reader decodes directly from graphic surface structure into deep structure, with no decoding into oral surface structure. Three cue systems used by all proficient readers include graphic cues (letters and words), syntactic cues (the grammatical arrangement of words), and semantic cues (the meaning of the words and concepts that the reader brings to the reading process). Reading is a four step process: (1) sampling words and phrases, (2) predicting other words and phrases that might follow, (3) testing the predictions, and (4) confirming or correcting the predictions. Aids for anlayzing how well a reader uses cue systems include the cloze procedure and miscue analysis; the latter tests the difference between text and the reader's oral response. (DF)

ED 188 157 CS 005 525

Pacheco, Phyllis

Incorrect Responses on Cloze Tests and Their Relationship to Reading Ability.

Pub Date- 79
Note-90p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cloze Procedure, Content Area Reading, *Error Analysis (Language), *Error Patterns, Grade 9, Readability, *Reading Ability, Reading Achievement, *Reading Research, Secondary Education

A reading test and three cloze tests (English, health, and social studies passages with fifth/sixth grade readability levels) were administered to 410 ninth grade students to study the relationship between cloze errors and reading ability. Six types of incorrect responses were considered: synonymous, syntactically acceptable but semantically unacceptable, syntactically and semantically unacceptable, syntactically and semantically acceptable within the thought unit, nonstandard English or slang, and no response whatsoever. Significant differences were found in the mean number of correct responses by students with varying levels of reading ability (low, average, and high). When types of incorrect responses were examined, only the nonstandard English/slang errors were found to be not significant. All other types of incorrect responses produced significant differences across levels of reading ability. Synonym-type errors were associated with adequate reading ability, while most of the other types of errors were associated with low reading ability. The number of incorrect responses of each type (except for nonstandard English/slang) seemed to indicate a student's relative reading ability and the relative ease or difficulty of the material from which the cloze passage was taken. (RL)

ED 188 179 CS 205 598

Larson, James F.

Toward a New Research Agenda for International Advertising.
Pub Date-May 80
Note-13p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, Comparative Analysis, *Global Approach, *Marketing, *Mass Media, Research Methodology, Research Needs
Identifiers-*Communication Research, *Market Research

Major conceptual differences exist between critical communication scholars and marketing researchers in their approaches to the study of international advertising. In marketing research, the conceptual framework is characteristically built around the multinational corporation, while critical communication scholarship stresses the nation-state. The two approaches also differ in their conceptualization of the relationship among nations (dependency versus interdependency), the consumer (creation of needs versus fulfillment of preexisting needs), development and advertising, and the relationship between advertising and media systems. A careful analysis of these two approaches can help in constructing a more realistic agenda for research on international advertising. (FL)

ED 188 361 EC 124 128

Jones, Thomas W.

The Effectiveness of Short-Term Training to Prepare Teachers of Severely Handicapped Children.

Texas Tech Univ., Lubbock. Coll. of Education.
Pub Date-Aug 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competency Based Teacher Education, Elementary Secondary Education, *Inservice Teacher Education, Minicourses, Modeling (Psychology), Practicums, *Program Effectiveness, Self Evaluation (Individuals), *Severe Disabilities, Simulation, Special Education, *Teacher Workshops, Training Methods

A report of a 3 day teacher workshop attended by 12 teachers of severely handicapped children is presented. Based on nine competencies, such as that teachers should be able to utilize assessment procedures and conduct a task analysis of objectives, the workshop involved a practicum, didactic instruction, modeling, and simulation techniques. Teachers' self evaluations of competence significantly increased as a result of the workshop. (Author/PHR)

White, Richard N.

Assessment of a WIN Quality Training Demonstration Project. Phase 1 Report: Characteristics of Participants.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No.-BSRR-05951-1

Pub Date-Apr 80

Grant-51-11-78-03

Note-161p.; Not available in paper copy due to small print.

Available from-Bureau of Social Science Research, 1990 M St., N.W., Washington, DC 20036 ($12.00).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Demonstration Programs, Educational Experience, *Electronic Technicians, Employment Experience, *Females, Individual Characteristics, Interviews, Nontraditional Education, *Participant Characteristics, Participant Satisfaction, Program Evaluation, Student Attitudes, *Technical Education, *Welfare Recipients, Work Attitudes

Identifiers-Aid to Families with Dependent Children, DeVry Institute of Technology IL, Ohio Institute of Technology, Work Incentive Program

A group of interested and academically qualified female Aid to Families with Dependent Children recipients was identified to participate in the assessment of a demonstration program to train female Work incentive Program (WIN) participants. Training for electronics technicians was conducted at DeVry Institute of Technology (Chicago) and Ohio Institute of Technology (Columbus). Data was gathered for a baseline description of the 270 women participants 133 assigned to training and 137 to the comparison group through an interview soon after enrollment. The average woman was thirty years old, black, a mandatory WIN participant, no longer living with her husband, and had one or two children. Most had considerable labor force experience in jobs primarily in low-skill categories. Almost half had training to upgrade skills for low-skill category occupations. For most, the current episode on welfare was their only one. Students liked the curricular structure of the program, but cited difficulty of coursework and racial and sexual imbalance and prejudice as dislikes. Other problems were related to finances, transportation, and lack of family support. Issues of concern in program functioning were a 59% attrition rate and poor attendance and performance. (YLB)

ED 188 008 CE 025 816

Ecology and Energy Action Pack.

Dayton Museum of Natural History, Ohio.; McDonald's Corp., Oak Brook, Ill.
Pub Date-77
Note-36p.; For related documents see CE 025 302 and CE 025 817-819.
Available from-Mazer Corp., 2501 Neff Rd., Dayton, OH 45414 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation (Environment), *Ecology, Elementary Education, *Energy, *Environmental Education, Instructional Materials, Learning Activities, *Natural Resources, Recycling, Waste Disposal, Water Pollution

One of five McDonald's Action Packs, these elementary school-level instructional materials are for use as an introduction to existing units of study, supplements to a textbook, or a source of special projects for environmental education. Contents include these six units: Make Your Own Ecology Mini-spinner, Let's Look at a Food Chain, Drip the Water Drop and Save Me, A Very Short History of Trash and How Paper Is Recycled, Be an Ecology Champion, and Buzzy Bee's Easy Guide to Energy. Each unit may include some or all of the following: background ideas that discuss purpose of the following activity, discussion of the activity, suggestions for use of the student activity sheets, and additional activities. Reference is made within the units to activity sheets provided at the back, which are suitable for reproduction. A copy of a transparency recommended for use in one unit is also provided. (YLB)

ED 188 029 CG 014 350

Larter, Sylvia Cheng, Maisy

Study of Returning Students, Part 3: Characteristics, Opinions and Experiences of Returnees and Non-Returnees.

Toronto Board of Education (Ontario). Research Dept.

Report No.-150

Pub Date-Dec 79

Note-161p.; For related documents see CG 014 349 and ED 165 039.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Comparative Analysis, Dropout Attitudes, Dropout Characteristics, *Dropouts, *Educational Experience, Followup Studies, Foreign Countries, Interviews, *Reentry Students, Secondary Education, Student Attitudes, *Student Characteristics, *Student School Relationship

Identifiers-Canada, *Ontario (Toronto)

This, the third of three reports on a study of returning students attending Toronto Secondary Schools during the 1977-1978 academic year, provides indepth information about a sample of returning students and their non-returning counterparts on the following topics: (1) student characteristics; (2) circumstances surrounding leaving school; (3) information about employment and unemployment; (4) feelings about working; (5) relationship of school to work; (6) what students learned while out of school; (7) other activities while out of school; (8) thoughts about the future; (9) returnees' feelings about returning to school; and (10) non-returnees' thoughts about returning to school. For the 199 returning students and 95 non-returning students in the sample, the telephone interview schedules were identical except for questions pertaining to the experience of returning to school. Responses to each of the questions are presented for both groups. For several questions, responses of the two groups are statistically compared to determine if the characteristics, opinions and experiences of returnees and non-returnees were similar or different. Summaires of 10 randomly selected interviews are also provided. (Author)

ED 188 050 CG 014 444

Cann, Carlton H. And Others

Sex and Ethnic Differences in Use of Power.

Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (50th, Tucson, AZ, April 9-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Ethnic Stereotypes, *Individual Power, Locus of Control, Mexican Americans, Research Projects, *Role Theory, Self Evaluation (Individuals), *Sex Differences, *Social Structure, Whites

Sex and ethnic differences in the use of social power were investigated using role theoretical and attributional perspectives. Performance and self-attribution processes of power usage were related to ascribed versus achieved role characteristics. One hundred and sixty subjects, equal numbers of Chicano and Anglo males and females, participated as managers in an industrial simulation study. The subjects were randomly assigned to one of four experimental conditions defined by power versus no-power, and male versus female workers. It was hypothesized that Anglo males, in contrast to females and Chicanos, would make internal attributions for successful performance, experience less discomfort as powerholders, and attempt to influence subordinates to a greater degree. Overall, the data obtained from the Anglo males and Anglo females supported the hypotheses, while that from the Chicano groups did not. The most pronounced effects emerged on the ethnic variable, largely due to the behavior of Chicanas. In contrast to the Anglo females, the Chicanas' behavior was very similar to that of the Anglo males. Chicanas performed well in the powerholder role and did not experience the role discomfort of Anglo females. (Author)

ED 188 247 CS 205 682

Goswami, Dixie Odell, Lee

Naturalistic Studies of Nonacademic Writing.

Pub Date-Mar 80

Note-4p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Discourse Analysis, Evaluation Methods, *Job Performance, *Literacy, *Occupational Information, Performance Tests, Research, *Situational Tests, *Task Analysis, Work Environment, *Writing (Composition), Writing Skills

Identifiers-Composition Process, *Writing Research

This paper describes an ongoing literacy research project involving writing samples and observations of workers in a state social service agency, a large labor union, and several scientific laboratories. Procedures discussed are: (1) selecting participants who were willing to give 16 hours of interview time over the course of a year; (2) selecting representative writing samples; (3) structuring interviews; (4) categorizing reasons writers gave for choosing such features in their writing as forms of address, context, reference to self, elaboration, shifts in levels of abstraction, and formulaic conclusions; and (5) analyzing writing samples and interview transcripts. Also discussed is the immediate goal of the study: to understand literacy practices outside schools and to test assumptions from current discourse theory. Questions to be addressed in the remainder of the study are also presented. (AEA)

ED 188 269 CS 502 959

Smith, Robert M.

Analysis of Organizational Communication Audit Consulting Techniques: The Educational Organization.

Pub Date-May 80
Note-14p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Careers, Change Agents, Colleges, *Consultants, Consultation Programs, Data Collection, Employment Opportunities, *Organizational Communication, Postsecondary Education, Problems, Professional Services, *Researchers, *Schools

Although communication scholars have given little attention in the past to researching and consulting in educational institutions, the consulting prospects for the coming decade are excellent for this type of work. The demographic and economic changes occuring in educational organizations will have dramatic effects on their management and communication practices. However, the person interested in consulting or conducting communication research in educational organizations must be aware of the unique differences between educational and industrial/governmental/service organizations and their implications for the consulting/research relationship. These differences are most acute at three points in the relationship with client: entering the organizataion, collecting data within the organization, and formulating change strategies within the organization. (Author/FL)

ED 188 293 EA 012 724

Leverett, E. Freeman

Legal Liability of Individual Board Members.

Pub Date-Apr 80
Note-29p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Boards of Education, *Court Litigation, Elementary Secondary Education, Federal Courts, *Legal Problems, *Legal Responsibility, State Courts
Identifiers-Supreme Court

Twenty-five years ago, law suits seeking recovery against the individual resources of school board members were virtually unheard of. Now, personal judgments impacting upon the individual resources of board members are commonplace. The legal developments that have contributed to this rather sudden change of circumstances are explained in this paper. A number of court decisions are summarized that relate to the following issues: the background of personal liability of school board members; the federal doctrine of limited immunity as applied to state officials; the kinds of damages school board members are subject to; and, the kinds of cases where the right to a jury trial is guaranteed, where it is questionable, and where it does not exist. Two recent decisions of the Supreme Court are cited that offer the promise of an extension of absolute immunity to school boards in the exercise of their two most often used powers, legislative and quasijudicial. In addition, two recent decisions are cited that illustrate state laws governing negligence and libel. The final section consists of eight pointers in avoiding personal liability. (Author/MLF)

ED 188 316 EA 012 767

Litlow, Stan And Others

Educational Budget Options: 1981.

Educational Priorities Panel, New York, N.Y.
Pub Date-27 May 80
Note-48p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Budgets, *Cost Effectiveness, *Expenditures, *Finance Reform, Financial Problems, *Income, Program Budgeting, Resource Allocation, State Federal Aid
Identifiers-*Educational Priorities Panel, *New York City Board of Education

This book offers an independent analysis of the New York City education budget for 1981 by the Educational Priorities Panel (EPP). It represents an alternative to the mayor's budget, which calls for $89 million in cuts, and the board of education budget. The first two chapters contain background information on the EPP and an explanation of the base budget. Chapter 3 details those cuts the EPP feels should not be made, either because they include direct service cuts, or they represent proposals that will not produce the estimated savings. Chapter 4 discusses proposals in the mayor's budget that the EPP feels should be implemented. Also, it contains additional proposals for administrative savings. The final chapter offers suggestions the city of New York can use to restore $34 million to the executive budget. Included is a discussion of five potential sources of revenue. (LD)

ED 188 338 EA 012 794

Davies, Don And Others

Patterns of Citizen Participation in Educational Decisionmaking. Volume I. Overview of the Status of Citizen Participation.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-400-76-0115
Note-123p.; Prepared as part of Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking.'' For a related document, see EA 012 795.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Change Strategies, *Citizen Participation, *Community Control, *Decision Making, Educational Change, Elementary Secondary Education, Government School Relationship, Low Income Groups, Minority Groups, *Organizational Effectiveness, Policy Formation, *Political Power, School Community Relationship, *School Policy, Voluntary Agencies

This report explores the individual and social benefits of citizen participation in educational decision-making. This exploration combines democratic theory, historical and cultural determinants, practical experience and public opinion, and research and evaluation. Citizens participate politically in school affairs to effect changes in policy, service delivery, community development, performance of students in school, and organizational effectiveness. Chapter 1 presents a summary of the historical and cultural determinants of these patterns of citizen participation. Chapter 2 describes the powerful and growing influence of state and federal government actions on citizen participation. Chapter 3 raises, and in part answers, the questions: Who participates, how, and in what issues? Chapter 4 summarizes the available evidence on the impact of citizen participation. In the final chapter, the principal author provides a personal perspective on the current status and meaning of citizen participation. Data for this report are drawn from a variety of sources including approximately 300 open-ended interviews with decision-makers. (Author/MLF)

ED 188 385 EC 124 254

Sapir, Selma G. Rainho, Sergio

A Case Study: A Guide to Working with a Language Impaired Child.

Pub Date-1 Feb 80

Note-27p.; Paper presented at the Annual International Interdisciplinary UAP USC Conference on Piagetian Theory and the Helping Professions (10th, February 1, 1980). Pages in appendixes are marginally legible.

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Case Studies, Children, Exceptional Child Research, *Individualized Instruction, *Language Handicaps, Program Descriptions, Supervisors, *Tutorial Programs

The document presents the case study of the interaction of a graduate student in traning, her supervisor, an 8 year old child with a language learning problem, and the child's mother. It involves a process which entails the careful matching of the child to tutor, the tutor to supervisor, and intensive work with the mother. It also is based on what is called clinical teaching which considers all characteristics of the child and provides an integrated treatment plan for social, emotional, and cognitive growth. Fundamental changes in the total functioning of the child (social, emotional, cognitive, and academic) are seen as evident in the interviews with the mother, tutor, supervisor, and teacher. Posttest battery scores are cited as confirming the qualitative data. Among appendixes are a conference report, samples of the child's drawings and handwriting, and an evaluation of the child by his mother. (SBH)

ED 187 870 CE 025 206

Performance Based Curriculum Development for Disadvantaged and Handicapped Students. Final Report Purdue Univ., Lafayette, Ind.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-2 Apr 80
Note-341p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Auto Mechanics, Competency Based Education, Course Content, *Curriculum Development, Curriculum Guides, *Disabilities, *Disadvantaged Youth, *Horticulture, Instructional Materials, Secondary Education
Identifiers-Vocational Technical Education Consortium States

This project was undertaken to develop a model for the construction of curriculum material using Vocational Technical Consortium of States (VTECS) occupational information as the primary background source. Each instructional package developed related to one specific task listed in the VTECS catalog and was totally self-contained. The packages were along a tri-modal approach: i.e., teacher centered, student centered, or a combination of the two. The student-centered component was designed for use by disadvantaged and handicapped students with low reading ability, short attention spans, or with problems in abstract comprehension and reasoning. Among the findings reported was that the tri-modal approach was an improvement over either teacher-centered or student-centered material in that it allows the teacher the flexibility to teach the material conventionally, has students work individually or in small groups, or uses the activity sheets to supplement conventional instruction. (Appended to the document are the twenty modules developed in horticulture and auto mechanics). Some representative titles are (1) Transplanting Annuals, (2) Reseeding Established Lawns, (3) Repairing Damaged Bark, (4) Protecting Trees from the Weather, (5) Check Coolant Freezing Point, and (6) Remove and Replace the Air Cleaner Shell. (LRA)

ED 187 908 CE 025 585

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 77

Note-52p.; For related documents see CE 025 584, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advertising, *Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, News Media, *Newspapers, News Reporting, News Writing, Occupational Clusters, Occupations, Units of Study

Identifiers-Project CHOICE

This teaching unit, The Newspaper, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. This unit, composed of 15 lessons on newspapers, exposes students to the many people and skills required in producing a daily newspaper, focusing on the teamwork involved in production, job appreciation and job opportunities available. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 928 CE 025 627

Stephens, Nancy F.

Evaluation Guidelines and Practices for State Advisory Councils. Research and Development Series No. 188.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-80
Contract-300-78-0032
Note-50p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advisory Committees, Evaluation Criteria, *Evaluation Methods, Needs Assessment, *Program Effectiveness, Program Improvement, *State Departments of Education, *Vocational Education
Identifiers-*Performance Auditing, *State Advisory Councils on Vocational Education

This user-oriented evaluation handbook was prepared to assist State Advisory Councils on Vocational Education (SACVE) in their efforts to respond to various evaluation responsibilities prescribed in the 1976 Vocational Education Amendments. The contents of this handbook, which include basic steps in conducting a performance audit, are divided into five chapters. Chapter 1 presents an introduction to performance auditing and discusses reviewing programs as an aid to improving them. A description of the target audience, organization of the handbook and work sheet number 1 (assessing resources) are also included in chapter 1. Chapter 2 provides background information, including a summary of SACVE evaluation responsibilities; and evaluation framework for SACVE and staff; how to use information gathered by other staff; how to collect new information through performance auditing; a description of the AIDE (Auditing to Improve Departments of Education) project; and work sheet No. 2 (SACVE Information Needs Assessment). Performance auditing is defined in chapter 3, and work sheet No. 3 (Purpose Checklist) is presented. The suggested steps in the performance auditing process are detailed in chapter 4, and work sheet No. 4 (Audience Check List) is presented. Finally, chapter 5 discusses how to use the results of the audit. The appendix provides an historical perspective on the evolution of performance auditing. (BM)

ED 187 945 CE 025 663

Dahl, Richard J.

Implications of Piagetian Theory for Early Childhood Industrial Arts: Cognitive Development. ACESIA Monograph 6.

American Council for Elementary School Industrial Arts, Washington, D.C.

Pub Date-79

Note-26p.; For related documents see CE 025 660-665.

Available from-Dr. Keith Blankenbaker, ACESIA Publications Chairperson, 190 West 19th St., The Ohio State University, Columbus, OH 43210 ($1.25)

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Child Development, *Cognitive Development, Cognitive Processes, *Developmental Stages, *Early Childhood Education, Experiential Learning, *Industrial Arts, *Program Development, Vocational Education, *Young Children

Identifiers-Piaget (Jean), Piagetian Stages, Piagetian Theory

The two purposes of this paper are to provide the uninitiated reader with a skeletal overview of Piaget's cognitive development theory and to identify general educational implications, especially for the development of early childhood industrial arts (ECIA) programs. The Piaget Primer'' for ECIA educators overviews such topics as (1) the four critical questions confronting those concerned with ECIA programs, namely, the what, when, why, and how of the teaching-learning process; (2) the four-stage independent concepts of Piaget's system schema, assimilation, accomodation, and equilibrium; and (3) the four stages or periods of the stage-dependent concepts sensori-motor intelligence, preoperational thought, concrete operational thought, and formal operational thought. The section on general theoretical implications of Piagetian theory for ECIA programs stresses the necessity for learning by doing'' and the promotion of child-centered, activity-based curriculums in ECIA programs. Seven general educational implications are outlined. (YLB)

ED 187 989 CE 025 772

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, *Geology, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Geologist, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Science and Engineering Occupations Career Cluster, these ten lessons discuss job responsibilities of four types of geologists and relate school skills to the skills used by geologists in their work. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 072 CG 014 469

Knight, Joseph

Hypnosis in Educational Programs: Its Implications As an Educational Aid.

Pub Date-77
Note-150p.; Best copy available. Ed.D. Dissertation, University of Sarasota, FL.
Pub Type- Reports - Research (143) - Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Attitudes, *Educational Innovation, Elementary Secondary Education, *Ethics, *Hypnosis, *Legal Problems, Motivation Techniques, Questionnaires, *School Personnel, Study Habits, Surveys, Test Anxiety

Although hypnosis has not been extensively used in education, a review of past research reveals five areas which might benefit from hypnotherapy: (1) motivation, (2) study habits, (3) concentration, (4) remedial reading, and (5) test anxiety. A questionnaire focusing on these areas was developed to determine the attitude of professional personnel toward hypnotism as an educational aid. Analysis of 61 of 100 questionnaires, mailed to Philadelphia school personnel and other professionals, found most respondents had little contact with hypnosis. Hypnotists surveyed favored hypnosis in public schools but were concerned with ethical standards. The other four major groups (administrators, principals, psychologists, and teachers) were in favor of hypnosis used experimentally, but with many limitations and as a last resort. Legal implications were a primary concern for all. The certification standards for hypnotists should be state-regulated. Educators and parents should learn more about hypnosis and the Board of Education should explore the problems and benefits of hypnosis. (NRB)

ED 188 093 CG 014 490

Etaugh, Claire Riley, Sue

Evaluating Competence: Effects of Marital and Parental Status and Occupational Sex-Typing.

Pub Date-1 May 80

Note-21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias, *Competence, Evaluation, *Job Applicants, *Marital Status, Nontraditional Occupations, *Parents, Predictor Variables, Research Problems, Sex Differences, *Sex Stereotypes

Findings that job applicants who are married and childless are evaluated more favorably than applicants who are single and have a child have serious implications for the growing number of single female heads of households. This study examines how evaluations of competence are affected by marital and parental status when males and females apply for sex-appropriate'' or sex-inappropriate'' jobs. Male (N 80) and female (N 80) subjects received a booklet containing a completed job application and a letter written by the applicant. Booklets varied with respect to occupation, sex, marital and parental status of the applicant. Subjects evaluated applicant competence and merits of the letter. Evaluations of job applicant competence are influenced by a complex interaction among variables of applicant sex, marital status, parental status and sex-typing of the job. Females applying for feminine jobs were rated as higher in status and more professionally competent than females applying for masculine jobs or males applying for feminine jobs. Females received better ratings than males, suggesting a rater bias in favor of females, especially among female raters. Childless applicants were not evaluated more favorably than those with children. Future research should focus on the evaluations of employers in hiring and salary benefits. (NRB)

ED 188 115 CS 005 443

Hunter-Grundin, Elizabeth Grundin, Hans U.

Monitoring Early Literacy: The Hunter-Grundin Profiles.

Pub Date-Sep 79

Note-12p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (4th, Dublin, Ireland, September 13-15, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, Diagnostic Teaching, *Diagnostic Tests, Elementary Education, Reading Comprehension, *Reading Diagnosis

Identifiers-*Hunter Grundin Literacy Profiles

The Hunter-Grundin Literacy Profiles are a set of five different tasks for assessing the language and reading development of children from six and one-half to eight years of age. The Profiles are based on the findings of an earlier study of spoken language and reading development of young children, which found significant success in reading development with the use of a curriculum that used language game activities and systematic record keeping. The Profiles are designed for use with such a curriculum and use play-like'' activities to provide a standardized battery of tests. Four group tests assess attitude to reading, reading for meaning, spelling, and free writing; an individually administered test assesses spoken language. Testing time for a class of 30 pupils is three hours, compared to 15 hours for entirely individualized testing. The tests are to be used in combination with informal assessment as a basis for diagnostic teaching. (DF)

ED 188 136 CS 005 502

Taschow, Horst G.

A Comparison of Reading and Language Achievement between Non-Native and Native Pupils in an Elementary School in Regina.

Pub Date-Apr 80

Note-36p.; Research prepared at the University of Regina.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Canada Natives, Comparative Analysis, Elementary Education, Foreign Countries, *Indigenous Populations, *Language Research, *Language Skills, *Language Usage, *Reading Research, Reading Skills, Speech Skills, Whites, Writing Skills

Identifiers-*Canada

A total of 96 Canadian elementary school children (48 natives'' and 48 nonnatives) participated in a study to determine if there were differences in the reading, writing, speaking, and listening skills of native and nonnative children in the same grades in the same school. The subjects were tested for oral and silent reading skills, constrained oral expression, unconstrained oral expression, and written expression. The results showed that there were no significant differences between the native and nonnative groups in terms of oral and silent reading skills; that the nonnative group performed better than the native group in responding orally to the constrained response questions; that their performance dropped drastically when responding to the unconstrained response questions, whereas the native group's performance on this task receded more slowly; and that there were no significant differences between the two groups in terms of written expression. (FL)

Grattan, Mary C. Robbins, Susan P.

The Writing Center after One Year: Some Myths and Recommendations.

Pub Date-Oct 79
Note-11p.; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (10th, Richmond, VA, October 12-14, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Diagnosis, *Evaluation Criteria, Higher Education, Models, *Skill Centers, *Teacher Workshops, *Writing (Composition), Writing Instruction
Identifiers-*Writing across the Curriculum, *Writing Laboratories

The year-long development of a community college writing center designed to serve as both site and catalyst for improving students' content area writing is described in terms of the problems encountered during the year and the solutions to those problems. Seven problems are specifically dealt with: (1) the ineffectiveness of the singular use of grammar drills, (2) the variety among teachers in their grading of written assignments, (3) the feeling of inadequacy many teachers had with regard to closely scrutinizing student writing, (4) the limited use of assigned writing, (5) the lack of models provided for different types of required writing, (6) the broad range of student abilities, and (7) the problem of evaluation. The approaches taken to meet the problems are described and include techniques such as having students complete specific grammar exercises that apply to errors found in their own papers, sponsoring faculty workshops that provide forums for discussing the particular problems students and faculty face in writing for their particular field of study, preparing a writing skills chart to diagnose students' writing difficulties in content areas, constructing models for content area writing, and polling multiple sources to evaluate students' writing progress. (AEA)

ED 188 410 EC 124 370

Connolly, Austin J.

Tailoring Math Instruction to Child Development.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-66).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developmental Stages, Elementary Secondary Education, Learning Processes, *Mathematics Instruction, *Mental Retardation, Special Education, *Teaching Methods

Identifiers-Piagetian Theory

Methods of mathematics instruction adapted for mentally handicapped students are considered. Using three theories of J. Piaget that children's mental capabilities increase with age, that their mental capabilities pass through fairly observable stages, that mentally retarded children take longer to pass from one stage to another the author outlines eight principles of learning and instruction. An instructional format is provided which has the following five parts: presentation, exploration, integration, seatwork, and practice and enrichment. (PHR)

ED 187 967 CE 025 750

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-31p.; For related documents see CE 024 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Photography, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit, Photography: A Field of Many Choices, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with the various skills and attitudes required for entry into several photographic careers. (The unit is one of six on careers in communications and media. For those and junior high units on other career clusters see CE 025 738-765.) (LRA)

ED 188 180 CS 205 600

Goldbaum, Howard

The Megalithic Monuments of Ireland and Their Folklore: A Photodocumentary Project.

Pub Date-Aug 80

Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancient History, Archaeology, *Fantasy, *Folk Culture, Foreign Countries, Interviews, Journalism, Oral History, Photography, *Research Methodology, *Research Projects

Identifiers-*Ireland, *Photojournalism

A photojournalism project is described in this paper that integrated the disciplines of photography, archaeology, and ethnology in an examination of prehistoric megalithic monuments in Ireland and their folklore. Following an introduction tracing the history of the monuments and pointing to the maintenance in Ireland of a body of oral tradition concerning many of them, the paper describes the methodology used in the project, which included (1) preliminary research and selection of monuments to be studied, (2) the study of archival folklore material, (3) the collecting of taped folklore interviews, and (4) the photographing of the people who served as folklore sources and of the monuments. Finally, the paper lists the types of monuments often associated with traditional beliefs and reports the most prevalent types of beliefs concerning the monuments, which involve beliefs about fairies, witches, gods, heroes, and kings, as well as fanciful scientific'' speculations about the creation and function of the monuments. Appendixes provide a list of instructions for folklore collectors, excerpts of transcripts from folkloric material collected for the project, and a bibliography of selected relevant publications. (GT)

ED 188 225 CS 205 652

Saylor, Paul

Techniques for Improving Spelling Performance.

Pub Date-Mar 80

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-English Instruction, Higher Education, *Spelling Instruction, *Teaching Methods, *Writing Skills

Improving spelling performance of college students is a question of insuring that the correct information is in long-term memory and readily retrievable. Any system of spelling instruction should recognize the capacity limits of the sensory register and short-term memory; provide for identification of and concentration on the distinctive features of words to be learned, and specifically on areas of special interest to the speller; provide for adequate rehearsal; emphasize imagery, concreteness, and meaning; include an instructional set to image''; and provide for adequate cues for efficient retrieval. This can be accomplished through the use of workbooks combined with slides and tapes to form a training and rehearsal system or a simpler program called The Word Bank System'' which uses a series of short dictations designed to help students identify words they misspell and the error areas within those words. A management system insures that the students go through the number of iterations required to produce mastery, and tapes permit integration of self-instructional spelling texts into the system. The instructional design should include a workable management system which will provide efficient operational control and measurement of criterion performance. (HOD)

ED 188 362 EC 124 135

Christopherson, Steven L.
Developmental Placement of Intellectually Gifted Children.
Pub Date-Sep 79
Note-8p.; Paper presented at the annual meeting of the American Psychological Association (September, 1979).
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acceleration, *Educational Policy, Elementary Secondary Education, *Gifted, *Mainstreaming, *Student Placement
Identifiers-*Developmental Placement

The paper describes a policy of placement of gifted children within the regular school program according to each gifted child's intellectual, educational, and other development. The rationale for such a placement policy rests on a developmental conception of gifted children being like older children. The policy of developmental placement is contrasted with the policies of enrichment and separate programs. The relative advantages of developmental placement are seen to make it more feasible for schools to meet the needs of gifted children. (Author/SBH)

ED 187 836 CE 016 827

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part I. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-83p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, Biomedical Equipment, Clerical Workers, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Job Performance, Job Skills, *Laborers, *Mathematics, *Occupational Information, Plumbing, Reading Skills, *Roofers, Skilled Workers, *Warehouses

Identifiers-Adult Competency Education Project, California (San Mateo County), Medical Supply Clerks, *Plumbers, *Stock Clerks

This sixth of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Roofer Apprentice, Pipefitter, Medical Supply Clerk, Stock Clerk, and Warehouseperson. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific tasks with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 853 CE 024 707

Wolff, Warren And Others
Handbook on Standards & Accreditation. Revised.
Oregon Univ., Eugene. Career Information System.
Pub Date-Feb 80
Note-39p.; For related documents see CE 024 708-709 and ED 151 514.
Available from-ACSCI Clearinghouse, 247 Hendricks Hall, University of Oregon, Eugene, OR 97403 ($5.00)
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accreditation (Institutions), Accrediting Agencies, Career Education, *Computer Oriented Programs, Delivery Systems, Educational Opportunities, Financial Policy, Information Dissemination, Information Services, *Information Systems, *Occupational Information, Organization, Self Evaluation (Groups), *Standards
Identifiers-Association Computer Based Systems Career Info

This handbook is intended for use as a guide for computer-based systems of career information engaged in self-study and for consultant-evaluators conducting onsite evaluations. It also provides accreditation information for governmental or private organizations which may support these systems and for the public. Section 1 describes the purposes of the Association of Computer-Based Systems of Career Information (ACSCI) and the membership categories in the association, and lists member systems for 1979. Section 2 contains the basic materials related to self-study and evaluation by the ACSCI, including a brief description of the steps in the ACSCI membership and accrediting process for associate members, candidates for accreditation, and full members (reaffirmation). Appendixes, amounting to over one-half of the handbook, include an associate member application form, standards and self-evaluation guides for system assessment (organization, information development, marketing and user services, delivery services, systems, evaluation, and system finance), and format for the system status report. (YLB)

ED 188 009 CE 025 817

Moving Learning Action Pack.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.; McDonald's Corp., Oak Brook, Ill.

Note-26p.; For related documents see CE 025 302 and CE 025 816-819.

Available from-Mazer Corp., 2501 Neff Rd., Dayton, OH 45414 ($3.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Early Childhood Education, Force, Instructional Materials, Learning Activities, *Motor Development, *Movement Education, Object Manipulation, *Psychomotor Skills, Space, Time

One of five McDonald's Action Packs, this teacher's guide and activity sheets describe an early childhood-level program that introduces basic movement and guides students and teachers into the process of learning through moving. Basic movement skills necessary for sports and games, gymnastics, and dance are developed through eight themes, each containing enough material for several lessons. (Each theme may also be revisited.'') These themes are (1) moving in and through space, (2) moving in different directions and on different levels with emphasis on time aspects, (3) moving on different body parts, exploring body relationships and body actions, (4) creating different effort actions with emphasis on sequence and flow, (5) moving in and through space using different bases of support and different levels, (6) moving through space with different pathways with emphasis on range and focus, (7) moving in shapes with emphasis on action of body parts, and (8) manipulating an object in and through space. Each theme may include some or all of the following: objectives for students, objectives for teachers, suggested activities, related activities, and directions for use of activity sheets found at the end and suitable for reproduction. New words appear in bold type and are defined in an appended glossary. (YLB)

ED 188 051 CG 014 445

Swoboda, Marian Jean

Profile of Enrollments by Instructional Program Areas: A Study of Traditional and Non-Traditional Choice of Disciplines by Women.

Pub Date-10 Apr 80
Note-29p.; Paper presented at the Annual Convention of the National Association of Women Deans, Administrators, and Counselors (64th, Cincinnati, OH, April 9-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Choice, Educational Trends, *Enrollment Trends, *Females, Higher Education, *Majors (Students), *Nontraditional Occupations, Sex Role, Sex Stereotypes, Trend Analysis, *Womens Education

Women have traditionally entered courses of study congruent with social sex-role stereotypes. Two critical questions were examined with regard to their choice of college major whether traditional or non-traditional. Women and men enrolled in 22 instructional program areas in the University of Wisconsin system for the years 1973-74 and 1977-78 were compared. Women continue to dominate the areas of home economics, library science, foreign languages, health professions, education, fine and applied arts, and public affairs and services. Women are also moving into non-traditional areas, although neither their percent of total enrollment or their actual numbers approach those of men. The greatest movement of women into non-traditional majors is in the area of business and management, followed by agriculture and natural resources, biological sciences, and engineering. (Author)

ED 188 158 CS 005 526

Whaley, Jill Fitzgerald
Readers' Expectations for Story Structures: Another Dimension in Reading Strategy?
Pub Date- 79
Note-50p.; May be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Children, Cognitive Processes, Developmental Stages, *Discourse Analysis, Elementary Secondary Education, Expectation, Reading Instruction, *Reading Processes, *Reading Research
Identifiers-*Schemata, *Schema Theory

A group of 50 third garde, 51 sixth grade, and 52 eleventh grade students participated in a study to examine the extent to which good readers at three grade levels expected structures in stories, the nature of their expectations, and developmental similarities and differences in their structural expectations. Materials for the study were prepared by parsing six simple stories into six major parts, using the story structure grammar devised by J. M. Mandler and N. S. Johnson. Each student silently read three stories in each of two task situations the first asking them to predict what should occur next in a story and the second calling for them to predict a missing node in a story. Four major conclusions were drawn: (1) individuals' responses could be accounted for by the theory that readers do indeed use a set of rules for expecting particular structural elements and sequences of elements in stories; (2) the Mandler and Johnson story grammar could describe average and above average readers' expectations for story structure; (3) developmental differences existed in the extent to which good readers employed a set of expectations for stories, with third graders tending to expect particular structures less frequently than did sixth or eleventh grade students; and (4) students at each grade level appeared to use the same schema. (A summary of major story grammar rules and a copy of a story used in the study are appended.) (FL)

ED 188 248 CS 502 863

Dordick, Herbert S.

International State-of-the-Art Qualitative Ratings: An Overview.

Pub Date-Mar 80
Note-45p.; Paper presented at the Corporation for Public Broadcasting Technical Conference on Qualitative Television Ratings (Queenstown, MD, March 9-12, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiences, *Broadcast Industry, Evaluation Methods, *Foreign Countries, Interviews, *Measurement Techniques, Media Research, Programing (Broadcast), *Radio, Surveys, Television, *Television Research
Identifiers-*Audience Response, *Qualitative Research

An overview is presented in this paper of the types of qualitative radio and television evaluations currently being undertaken in six countries: Sweden, the Netherlands, France, Great Britain, Japan, and Canada. An introductory section notes the value of qualitative ratings to broadcast policy makers and to those seeking broadcasting changes, and it mentions ongoing efforts to improve the quality of qualitative evaluations. The overview of the status of qualitative evaluation in the countries under discussion presents information on such topics as the way broadcast services are organized, organizations that are responsible for evaluations, the cost of audience measurement, and various instruments used in data collection, including telephone interviews, diaries kept by audiences of their reactions to television and radio, questionnaires, and viewer reaction profiles and indices. A table is included that shows the types of information French television viewers are asked to record in television diaries. (GT)

ED 188 270 CS 502 960

Eadie, William F. And Others

A Communication Audit of a State Mental Health Institution.

Pub Date-May 80
Note-40p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Behavioral Science Research, *Communication Problems, *Communication Research, Employee Attitudes, Group Dynamics, Job Satisfaction, *Mental Health Clinics, *Organizational Climate, *Organizational Communication, *Work Environment

An adaptation of communication audit'' procedures was used to evaluate the communication patterns at a mental health center (MHC). The evaluation included initial interviews with 28 MHC workers/administrators, a survey of 215 staff members for a communication network analysis, and followup interviews with another 28 persons. The data produced four themes'' in the communication at the MHC: (1) the adequacy of information dissemination in the organization was very uneven; (2) the separation between top and middle management and the rest of the organization was acute, constituting a barrier to effective information flow; (3) patterns of information flow created problems within the organization at all levels; and (4) the manner in which the organization's members performed their assigned tasks created problems within the organization; inability to deal with nonroutine situations tended to create a sense of isolation from the rest of the institution's activities. In summary, the patterns of information flow at the MHC indicated an organization struggling for common identity. There appeared to be two groups operating within the same organization, groups with different perspectives on how the organization should function. These groups used different communication patterns to reflect their perspectives. The study also suggested that organizations as disparate from the industrial model as a mental health center could be analyzed through techniques such as the communication audit. (RL)

ED 188 294 EA 012 725

Morgenstern, Robert E.

Violent Society, Violent Schools: It's a Question of Choice.

Pub Date-Apr 80
Note-27p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alarm Systems, *Behavior Theories, Commercial Television, Criminal Law, Discipline Policy, Elementary Secondary Education, Fear, *Motivation, *Prevention, Research Problems, School Security, *School Vandalism, Social Attitudes, *Violence

A contemporary theory of behavior is that faulty patterns of thinking divide the criminal from the noncriminal. The causation of school violence is children choosing to be violent; and the problem of school violence is acceptance of their choice. Short-term control measures are adherence to systematic school rules, use of technology, security consciousness, innovative people programs, and teachers trained or experienced in handling disruptive students. Long-term control measures stem from a redefinition of the role of the school. School administrators must recognize that their responsibility ends when the student makes a choice not to behave. In addition, administrators must demand that the criminal justice system respond to their needs. The long tradition of excusing criminal behavior because the offender is a child must end. Finally, in our individual lives, we must reassess our own behavior. Support of public media that sell violence cannot be continued. The long-term control of school violence will be attained when children recognize that criminal behavior will not be tolerated and parents recognize that they are responsible for their children. (Author/MLF)

ED 188 317 EA 012 768

Amlung, Susan, Ed.

Empty Desks at School: Improving Attendance At New York City's Public Schools.

Educational Priorities Panel, New York, N.Y.

Pub Date-May 80

Note-101p.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Attendance, *Dropout Prevention, Dropout Rate, *Dropouts, Program Descriptions, Questionnaires, School Surveys, Secondary Education, Truancy

Identifiers-*Chancellors Attendance Program, *New York City Board of Education

This paper contains a study of student attendance problems in the New York City school system. The goals of the study were to determine the degree to which the chancellor's attendance program had been implemented at the school level, to explore some attendance-related issues, and to make recommendations for action by the board of education. Chapter 1 describes the problem of student absenteeism in the New York secondary schools. Chapter 2 discusses the actual study, which involved interviews with attendance officials in 10 percent of the middle, junior high, and high schools in the city. The findings indicated a low level of compliance with the requirement to submit an attendance plan. In addition, few of the plans submitted met the requirements for the chancellor's program. Chapter 3 makes recommendations for the use of resources and personnel by the city's bureau of attendance. The appendix reproduces the questionnaire and explains the methodology used. (Author/LD)

ED 188 386 EC 124 255

Sawicki, Donna

Family Treatment Unit.

Saint Louis County Juvenile Court, Mo.
Pub Date-80
Note-70p.; The report was funded through the Missouri Council on Criminal Justice.
Available from-St. Louis County Juvenile Court, 501 S. Brentwood Ave., Clayton, MO 63105 ($5.00)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents, *Delinquency, Demonstration Programs, *Family Counseling, *Family Programs, Inservice Education, *Juvenile Courts, Parent Education, Program Descriptions, Program Effectiveness
Identifiers-*Family Treatment Unit, *Status Offenders

The document describes the Family Treatment Unit, a demonstration program to provide a variety of family treatment services to status offenders (11 to 17 years old) and their families. The goals of the program are: (1) to provide family services to families of status offenders; (2) to maintain status offenders in their natural homes by strengthening the family system; (3) to reduce the rate of referral to the court; (4) to provide training to actual and potential foster parents; and (5) to enhance knowledge of family therapy among the court's juvenile justice staff. Three levels of service are provided consultation and training to juvenile court personnel, assessment and skills development training of new foster parents, and family therapy of either a relatively brief, intensive nature or an ongoing weekly sort. Evaluation data indicate that the unit has been successful in meeting its major objectives. Among appendixes are sample referral forms, evaluation instruments and examples of family assessment statements. (SBH)

ED 188 411 EC 124 371

Hasenstab, M. Suzanne

Language Assessment of the Preschool Child with Language Delay.

Pub Date-Apr 80
Note-11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-77).
Available from-University of Virginia, Department of Speech Pathology and Audiology, 109 Cabell Hall, Charlottesville, VA 22901 ($0.50)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Methods, Informal Assessment, Language Acquisition, *Language Handicaps, *Language Tests, Preschool Education, Screening Tests
Identifiers-Bare Essentials in Assessing Really Little Kids

Various approaches to language assessment of the preschool child are reviewed, and the use of language sample analysis as part of a language assessment package is considered. The pros and cons of such approaches as checklists, screening tests, and language sample analysis are considered. Procedures for administering the language sample analysis portion of the Bare Essentials in Assessing Really Little Kids are described. It is concluded that the language sample analysis within the natural environment provides the broadest view of language functioning of young children. (SBH)

ED 187 871 CE 025 224

The Primary Health Worker, Working Guide, Guidelines for Training, Guidelines for Adaptation.

World Health Organization, Geneva (Switzerland).

Pub Date-80

Note-355p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accidents, Adult Vocational Education, *Allied Health Occupations Education, Behavioral Objectives, Communicable Diseases, *Community Development, *Community Health Services, Developing Nations, Disease Control, Evaluation, Health Services, Hygiene, Learning Modules, Nutrition, Pediatrics, Pregnancy, *Preventive Medicine, *Primary Health Care, *Public Health, Recordkeeping, Reports, Sanitation, Teaching Methods, Vocational Education

This working guide outlines the structure and content of training for the primary health worker (PHW) on the basis of the most common health problems of communities in developing countries. Part 1 is intended for use by the PHW as a learning text and reference in his work. It covers thirty-four problems considered to be most common which are grouped under seven main headings: communicable diseases, maternal care, child health and nutrition, accidents, village and home sanitation, other common problems, and community development. A brief explanation, learning objectives, and suggested preventive measures or referral are presented for each problem. Appendixes provide a list of medicines used in this guide (administration and dosage), a few (medical) techniques, anatomical diagrams, and an index/glossary. Part 2 presents principles and methods to help instructors, supervisors, and PHWs use and teach the content of part 1. Four chapters discuss the knowledge and information basic to any training program, describe methods and techniques for making learning/teaching more effective, discuss assessment of the training, and give examples of how to organize learning modules. Part 3 discusses adaptation of the book for use in a particular country in accordance with its needs, structures, and potentialities. (YLB)

ED 187 946 CE 025 664

Calder, Clarence R., Jr. Horvath, Lester J.

Education of the Handicapped and Its Implications for Elementary Industrial Arts. ACESIA Monograph 7.

American Council for Elementary School Industrial Arts, Washington, D.C.

Pub Date-79

Note-45p.; For related documents see CE 025 660-665.

Available from-Dr. Keith Blankenbaker, ACESIA Publications Chairperson, 190 West 19th Ave., The Ohio State University, Columbus, OH 43210 ($1.25)

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Curriculum Development, *Diagnostic Teaching, *Disabilities, *Elementary Education, *Federal Legislation, Individualized Instruction, *Industrial Arts, Lesson Plans, *Mainstreaming, Staff Development, Vocational Education

Identifiers-Education for All Handicapped Children Act, Individualized Education Programs

The purpose of this monograph is to illustrate the implications of Public Law 94-142 on public education at the state and local levels. The first section illustrates the importance for all educators to be aware of the administrative design used in this piece of permanent legislation. The second section describes the major provisions of Public Law 94-142, including Child Identification, Personnel Development, Procedural Safeguards, and Individualized Education Program (IEP). The final section deals with how elementary industrial arts experiences can be integrated in the IEP for all handicapped children and provides instructional practices that will enable all those concerned with the education of handicapped children to best utilize the IEP. Specific features include a description of the Diagnostic Approach to Curriculum Development, a sample in IEP program form, lesson guide outline, and sample lesson guide. (YLB)

ED 188 030 CG 014 351

Organizational Development Workbook. Volume 1.

Aurora Associates, Inc., Washington, D.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-80
Note-174p.; For related document see CG 014 352
Pub Type- Reports - General (140) - Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Agency Role, *Change Agents, *Change Strategies, *Intervention, *Organizational Development, Program Design, *Program Improvement, Public Agencies, Runaways, Workbooks
Identifiers-*Youth Department Bureau

This workbook presents a proven and practical model of organizational development prepared for the 166 Youth Department Bureau Runaway Youth Program grantees. It is designed to take the user through four phases of organizational development: (1) initiation of the change process; (2) development of organizational change (intervention) plans; (3) implementation of planned organizational improvements; and (4) evaluation of the change effort. Within each of these phases, the instructions and practice instruments needed to assess the relevant information, to analyze that information, and to design an action strategy are provided. Checkpoints, key issues affecting the success or failure of planned organizational change, are included to assist the user in gaining a greater understanding of the importance of his/her leadership style and rational skills in mobilizing organizational resources in support of change agendas. (Author/HLM)

ED 188 073 CG 014 470

Ozolins, Mickey S. And Others

The Emotional Impact of Pain on Children.

Pub Date-80

Note-8p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Attitudes, Children, Cognitive Processes, *Coping, *Emotional Response, Expectation, *Hospitalized Children, *Locus of Control, Personality Assessment, Pilot Projects, Research Projects, *Self Esteem, Self Evaluation (Individuals)

Identifiers-*Pain

The inability of some children to cope with the pain from severe burns may result in depressive withdrawal or death. An understanding of the emotional impact of pain on children is essential to improve their ability to cope. A pilot project with seriously burned children employed three dependent measures to identify children who cope adaptively with pain, including: (1) audiotaping of treatments and physical therapist judgments of the child's cooperativeness during debridement and hydrotherapy; (2) the child's rating of pain intensity during treatment; and (3) the child's pulse during treatment. Coping strategies were determined through a battery of psychological tests and structured interviews. Although definitive conclusions are not possible at this stage of the research, several trends are evident. Good copers are characterized by positive self-statements and seem better informed about pain. Poor copers have some effective means of dealing with pain and tend to respond well to cognitive behavioral treatments used on an individual basis. (Author/NRB)

ED 188 116 CS 005 444

Greenlee, Mel

Specifying the Needs of a Bilingual'' Developmentally Disabled Population: Issues and Case Studies.

Pub Date-Feb 80
Note-22p.; Paper presented at the Annual Meeting of the Interdisciplinary International Conference (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Bilingualism, Case Studies, Elementary Education, *Language Acquisition, *Language Handicaps, Language Research, Monolingualism, Second Language Learning, *Spanish Speaking

Linguistic and cognitive assessment of children whose home language is not English involves a number of complex issues: minority labeling, the relationship between cognition and bilingualism, normal'' data on bilingual development, and monolingual versus bilingual environment for children experiencing delay. This paper concentrates on reviewing what has been reported about the course and result of normal'' bilingual development of Spanish and English, mentioning briefly studies of monolingual Spanish learners that have been conducted in the United States, and it presents sketches of three children who might be called bilingual, but who show various developmental problems and a diverse set of abilities. These sketches illustrate graphically the heterogeneity of linguistic skills and different program requirements of bilingual developmentally disabled children. (HOD)

ED 188 137 CS 005 503

Pappas, Helen And Others

Learning the ABC's through D Dramatics.

Pub Date-May 80
Note-8p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Creative Dramatics, Elementary Secondary Education, Integrated Activities, *Integrated Curriculum, Language Arts, Reading Instruction, Student Teacher Relationship

Creative dramatics activities may offer opportunities for active application of skills necessary to the development of higher level thinking processes. Drama affords the participants the opportunity to concentrate attention upon individual elements in the real and imagined world. Within this framework, the student, while attentive to detail and sequence, increases powers of accurate observation, increases the ability to identify cause-and-effect relationships, and is actively involved in inferential thinking. Drama experiences integrated with vehicles designed to provide opportunities for the application of reading skills and the interpretation of written communication also offer individual extensions of the relevancy of that which is read. The creative action that can go on in classrooms is a process which requires the integrative curriculum planning of teachers and students. Ownership in the development of ideas, the analysis and synthesis of creative thought related to literature, the relevant interrelationship of human thought and individual talent in the expressive arts, and the creation of a creative dramatics performance model transform cognitive and affective taxonomies into active classroom activities. (HOD)

ED 188 339 EA 012 795

Davies, Don And Others

Patterns of Citizen Participation in Educational Decisionmaking. Volume II. Grassroots Perspectives: Diverse Forms of Participation.

Institute for Responsive Education, Boston, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-76-0115
Note-105p.; Prepared as part of Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking.'' For a related document, see EA 012 794.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Advisory Committees, Case Studies, Child Advocacy, *Citizen Participation, *Community Control, *Decision Making, Interests, Low Income Groups, Minority Groups, Neighborhoods, *Organizational Effectiveness, *Political Power, School Desegregation, *School Policy

This second volume of a status report on citizen participation in educational decision-making considers in more detail a variety of channels for participation. In chapter 1, three examples of community councils illumine the importance of race, class, and economic factors in patterns of participation. Chapter 2 focuses on mandated school councils with examples that cover the spectrum from a school where a community board, dominated by poor and working-class people, has substantial delegated authority, to a school where citizen participation is an illusion. Chapter 3 describes six grass-roots neighborhood associations that illustrate the range of ways in which citizens can organize to influence public policy and solve community problems. Chapter 4 describes child advocacy organizations that demonstrate substantial policy impact through advocacy on behalf of both individual children and classes of children. (Author/MLF)

ED 188 363 EC 124 136

Stinson, Michael Macleod, Janet

Recall of Thematically Relevant Material by Deaf Students as a Function of Interpreted Versus Printed Presentation.

Pub Date-Apr 80
Note-27p.; Paper presented at the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Deaf Interpreting, *Deafness, Exceptional Child Research, Higher Education, *Lecture Method, Postsecondary Education, *Recall (Psychology), *Written Language

Two experiments involving 36 deaf students investigated the effect of interpreted versus printed presentation on the recall of thematically relevant material. In Experiment 1, 20 deaf college students received an interpreted, videotaped presentation of one lecture and a printed presentation of a second lecture, with the two lecture topics counterbalanced. Immediately after each lecture, students wrote down the important information they could remember. The recall protocols were scored for the rated importance level of the ideas they contained. Students recalled more idea units rated as important when the lecture was printed than when it was interpreted. Furthermore, they recalled more units at all levels when the lecture was printed than when it was interpreted. In Experiment 2, 16 postsecondary level deaf students received one interpreted lecture and then a second interpreted lecture on a different topic. Students again recalled more units rated as important. In addition, recall of the second lecture was greater than that of the first. (Author/SBH)

ED 187 890 CE 025 450

Lavaty, Evelyn

Planning a Vocational Program through Inter-District Cooperation.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Note-34p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperative Planning, Financial Support, Guidelines, *Institutional Cooperation, Interdistrict Policies, *Program Development, Program Implementation, *Program Proposals, Records (Forms), *School Districts, Secondary Education, Shared Facilities, *Vocational Education

This guide provides information regarding the development of a vocational cooperative whereby neighboring school districts may share vocational programs at a central location or at several sites on a cost-sharing basis. Chapter 1 presents procedures involved in the initial planning stage. Chapter 2 outlines the development of a proposal, and chapter 3 outlines the development of educational specifications needed for implementation. The final chapter includes appended information and forms, such as definitions; a copy of the Interlocal Cooperation Act; a sample of the resolution-participation agreement; procedures for organizing an administrative council; the organizational format for a joint agreement; and an application to participate in a secondary vocational program through cooperative arrangement. (BM)

ED 187 909 CE 025 587

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-73p.; For related documents see CE 025 584-585, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 4, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, *Leisure Time, Lesson Plans, Occupational Clusters, Occupations, Recreational Activities, Recreational Facilities, Units of Study
Identifiers-Project CHOICE

This teaching unit, Leisure Time Occupations, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activites linking 4th through 6th grade elementary classroom experiences with the world of work. These ten lessons explore community facilities and personnel that help provide leisure time activities, and consider work attitudes, the relationship between work and play, and potential job opportunities. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 968 CE 025 751

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-10p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study, *Work Attitudes

Identifiers-Project CHOICE

This junior high teaching unit on the worker in America is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students understand the importance of work in American society and to relate careers to larger issues such as production, consumption, ecological concerns, economic policies, governmental acts, and leisure activities. (The unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

ED 187 990 CE 025 773

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 78

Note-45p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, *Dance, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This teaching unit, Dancing Occupations, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Fine Arts and Humanities Career Cluster, these twelve lessons on dancing occupations give skills and training, motivational factors, types of dances and career opportunities available to a person interested in this field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources , is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 094 CG 014 491

Michelozzi, Betty Neville Michelozzi, Peter J.

Coming Alive From Nine to Five: The Career Search Method.

Pub Date-29 Mar 80

Note-9p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (San Francisco, CA, February 15-17, 1980). Personality Mosaic, Tally Sheet and Career Chart reproduced with permission from Mayfield Publishing Co., Palo Alto, CA 94301. Best copy available.

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, *Career Counseling, Employment Opportunities, Employment Qualifications, Individual Development, Job Application, *Job Search Methods, *Personality Measures, Program Descriptions, *Self Evaluation (Individuals), *Skill Analysis, *Values Clarification

The concept of career search is envisioned as a means to personal growth rather than merely a choice of occupations. A career search program is described which sets up a basic foundation of self-assessment, exploring personal values, interests, and skills. Four inventories are described which can help individuals develop self-descriptions in terms of the work world. These inventories focus on personality traits, desired levels of complexity in regard to data, people and things; work qualities; and skills analysis. The inventory data are then connected with a chart of 66 job groups representing 40,000 job titles, showing the relationship between their qualities and job opportunities. This career counseling process also involves resumes, applications, interviews, and letters. Career counseling is viewed as an important aid to help individuals make thoughtful career decisions that lead to personal growth. (NRB)

ED 188 181 CS 205 602

Barney, Ralph D. And Others

Journalism Ethics and Moral Development: An Early Exploration.

Pub Date-May 80
Note-161p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Ethics, *Journalism, Journalism Education, *Media Research, *Moral Development, Occupational Information, Occupational Surveys, Standards

Q-sort methodolgy was used to examine the ethical and moral set of 61 professional journalists. The journalists completed a three-part instrument measuring their responses to ethical situations faced by newspeople, their underlying orientations, and their belief systems. Responses to the first part of the instrument yielded three profiles: Type A, characterized by a compassion for news sources and news audiences, a sensitivity to personal rights, and a disdain for manipulation; Type B, marked by a tendency to get news by whatever means necessary, if no innocent party is harmed; and Type C, characterized by a willingness to engage in situational ethics (except for a strong commitment to protecting news sources). Similar profiles emerged from the second part of the instrument, with all three groups (termed Types X, Y, and Z) demonstrating logical progressions through early Kohlberg stages of moral development and the majority of them leveling off at Kohlberg's Stage Five demonstrating that most of the journalists had thought through ethical problems and were motivated by feelings of social contract and social utility. Responses to the third part of the instrument indicated that journalism tends to attract and nurture open-minded individuals. (FL)

ED 188 204 CS 205 630

Campbell, B. G.
Global and Local Textuality.
Pub Date-Mar 80
Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Connected Discourse, Discourse Analysis, Higher Education, *Language Patterns, Language Styles, *Organization, *Parallelism (Literary), Rhetoric, *Sentence Structure, *Writing (Composition)
Identifiers-*Cohesion (Written Composition), Text Coherence

Coherence and cohesion are fundamental considerations of the composing process that help to define the global and local components of texuality. Global text coherence centers on those aspects of the familiar rhetorical situation. Coherence operates at the paragraph and essay levels, answering questions about focus, tone, mode, topic, and thesis. Text cohesion reflects local textuality, and is created by ties and surface patterns. Operating at the sentence, clause, phrase, and word levels, cohesion reflects the grammar's potential for supplying usable utterances in discourse. Ties are horizontal-linear and include reference, substitution, ellipsis, conjunction, and lexis (semantic likeness or compatability). Surface patterns are evidences of text cohesion that are vertical-hierarchical and that achieve rhetorical ends by grammatical means. These patterns focus on the structuring and arrangement of language material and on how such structuring achieves the overall rhetorical purpose. The categories of cohesive surface patterns include hypotaxis (subordination), rhetorical structure, and punctuation (intonation). When all these elements of textuality are arranged in a classificatory diagram, they can be used by composition teachers to establish definitions of textuality so that problems arising at global and local levels may be dealt with systematically and understandably. (RL)

ED 188 226 CS 205 653

Glenn, Martha Cole And Others

Acceptance of Computer Technology in the Corporate Public Affairs Function.

Pub Date-Aug 80

Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, August 9-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business, *Business Administration, *Computers, *Public Relations, Relationship, Research, Technology, *Use Studies

Identifiers-*Government Industry Relationship

A survey of 160 top Fortune'' 500 companies was conducted in 1979 to determine the extent to which computers were being used in public affairs/government relations research and analysis. The survey instrument was divided into six sections, containing a total of 26 closed-end questions. The six sections elicited information on (1) public affairs and government relations use of computers, (2) use of in-house information storage and retrieval systems, (3) use of outside consultants and information systems, (4) use of computers to poll or monitor social and political trends, (5) use of trade association computer services, and (6) general information. A total of 82 (56%) responses was received. The results indicated that computer applications in public affairs/government relations had advanced from novelty to moderately accepted innovation since 1975. The survey also showed a marked increase in both the perceived usefulness and the actual use of computers. In addition, greater use was being made by some companies of both in-house computers and outside consultants with computer capability to manage the increasing volume of information on company policy, public statements, and voting record and to monitor social and political trends. (FL)

ED 187 854 CE 024 708

Hartz, John Lambert, Roger

Career Information Systems: Guidelines and Considerations for Agencies Assisting the Economically Disadvantaged, Unemployed or Underemployed. Second Edition, Revised.

Oregon Univ., Eugene. Career Information System.
Pub Date-80
Note-31p.; Not available in paper copy due to light and broken type. For related documents see CE 024 707-709 and ED 151 514.
Available from-ACSCI Clearinghouse, 247 Hendricks Hall, University of Oregon, Eugene, OR 97403 ($7.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Career Choice, Career Education, Delivery Systems, *Economically Disadvantaged, *Evaluation Criteria, *Guidelines, Information Retrieval, Information Services, Information Storage, *Information Systems, Media Selection, *Occupational Information, *Selection, Underemployment, Unemployment, Young Adults
Identifiers-Comprehensive Employment and Training Act

Developed to aid agencies assisting the economically disadvantaged, unemployed, or underemployed in selecting good career information and the most useful career/occupational information systems, these guidelines present basic background on and criteria for evaluating career information and the systems which deliver the information. Preliminary topics discussed include the importance of career choice, need for quality career information to make that choice, and types of career information needed. Information types and formats, methods of information storage and retrievel, and problems and innovations in storing and using information are then discussed. The next two sections, the focus of the document, provide information on and suggest criteria for evaluating and selecting career information material and a career information system. These criteria for evaluating material are listed: what, why, who, when, where, how it was gathered, and how it is presented. Guidelines for selecting materials suggest that materials must be accurate, representative, attractive, keyed to client interests and abilities, and cost effective. Career information system evaluation and selection is discussed in terms of its components information, delivery, and user services and examination of the organization sponsoring and/or marketing the system. A final section discusses steps in implementing/organizing a system, including needs of potential user agencies and organizations, inventorying existing resources, and acquiring financial assistance. (YLB)

Spirer, Janet E.
The Case Study Method: Guidelines, Practices, and Applications for Vocational Education. Research and Development Series No. 189.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-80
Contract-300-78-0032
Note-85p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($5.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Case Studies, *Data Analysis, *Data Collection, Educational Research, Field Interviews, Field Studies, Field Tests, Guidelines, Observation, *Program Evaluation, *Research Utilization, *Vocational Education

In comparison with traditional experimental design, which is concerned with what happened, a case study approach is more appropriate for answering the question of why or how something happened. As an alternative complementary-vocational-education-evaluation approach, the case study attempts to describe and analyze some program in comprehensive terms with its idiosyncracies and complexities, frequently as it unfolds over time. Case studies have advantages opportunities to formulate problems as the evaluation progresses, modify data categories constantly, and reduce distortion of variables and limitations need for special training in conducting them and careful definition of case, their length, and their generalizability. Twelve steps comprise the three stages in the case study process: pre-fieldwork; fieldwork; and analysis, verfication, and synthesis. The preliminary steps involved in case study design are setting boundaries, defining the unit of analysis, selecting a site, establishing initial contacts, developing data collection systems, and defining fieldwork procedures. The field work stage involves staff training, logistics of field operations, and data collection using qualitative methods (interviewing, observing, and gathering data unobstrusively). Steps in the final stage analysis, verification, and synthesis include analyzing data, reporting the findings, and utilizing the findings. (A case study puzzle and annotated bibliography are appended.) (YLB)

ED 188 010 CE 025 818

Economics Action Pack.
Illinois Council on Economic Education, DeKalb.; McDonald's Corp., Oak Brook, Ill.
Pub Date-76
Note-25p.; For related documents see CE 024 302 and CE 025 816-819.
Available from-Mazer Corp., 2501 Neff Rd., Dayton, OH 45414 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Consumer Economics, *Economics, *Economics Education, Elementary Education, Instructional Materials, Intermediate Grades, Learning Activities, *Productivity
Identifiers-Supply and Demand

One of five McDonald's Action Packs, this learning package introduces intermediate grade students to basic economic concepts. The fourteen activities include the topics of consumption (4 activities), production (5), the market system (3), a pretest, and a posttest. Specific titles under consumption include The Wonderful Treasure Tree (introduction to the story, symbols, and economic concepts to be used), Help the Keeper of the Tree (consumer sovereignty), I Am a Consumer and I Make Choices (consumption and economic choice), and Why Do I Have to Make Choices? (scarcity and opportunity cost). Those activities under production include Who is the Real Keeper of the Tree? (definition of production and of goods and services), What Does My Tree Need to Stay Healthy? (four factors of production), and Let's Be Tree Keepers (production reviewed). Titles under the market system are Who Decides What Will Grow on the Tree? (need for an economic system), The Birdhouse Company: Prices and Sales (demand), and The Birdhouse Company: Prices, Profits, and Production (supply). Each activity description presents student objectives. Activity sheets, which are provided, are suitable for reproduction. The concluding feature is a three-part simulation using concepts developed throughout but stressing those in activity masters 10, 11, and 12. (YLB)

ED 188 031 CG 014 352

Organizational Development Workbook: A Case Example. Volume 2.

Aurora Associates, Inc., Washington, D.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-80
Note-180p.; For related document see CG 014 351
Pub Type- Reports - Research (143) - Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Agency Role, Case Studies, *Change Agents, *Change Strategies, *Intervention, Models, *Organizational Development, Program Design, *Program Improvement, Public Agencies, Runaways, Workbooks
Identifiers-*Youth Department Bureau

This volume presents a completed example of the organizational development process for a fictitious program entitled The Ridge,'' and is designed to assist the user in gaining greater understanding of the utility of an organizational development model. The materials are presented in a four-phase sequence, addressing the following topics: (1) team building and preparing the project for planning; (2) planning the intervention strategy; (3) implementing the plan with its self-monitoring activities; and (4) evaluating the organizational development efforts. A companion volume presents the organizational development process. (Author/HLM)

ED 188 052 CG 014 446

Resnik, Henry S. And Others

Taking Risks: Activities and Materials for Teaching About Alcohol, Other Drugs, and Traffic Safety. Book 1, Elementary Level (Grades 3 and 5).

California State Dept. of Education, Sacramento.
Spons Agency-California State Office of Traffic Safety, Sacramento.
Pub Date-79
Note-142p.; For related document see CG 014 447.
Available from-Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Child Responsibility, *Decision Making, *Drug Education, Elementary Education, Family Influence, Grade 3, Grade 5, Humanistic Education, Peer Influence, *Risk, Teaching Guides, *Traffic Safety

This guide is designed to help teachers instruct students in the areas of alcohol, drugs and traffic safety. It consists of two units targeted to third-grade students and the other to fifth-grade students. Each unit can be used over a two-week period. The lesson plans and related materials focus on helping students gain insight into factors that influence choices related to alcohol and drug usage and traffic safety, and to make responsible decisions that will help them lead safer, healthier lives. Follow-up activities for individual and group projects are also provided. (Author)

ED 188 159 CS 005 527

Furukawa, James M. And Others

A Cognitive Processing Capacity Model of Teaching and Studying Applied to Biology.

Pub Date-May 80
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 14-17, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Biology, *Cognitive Style, *Content Area Reading, Grade 10, Learning Processes, Models, Reading Comprehension, *Reading Research, Reading Skills, Science Instruction, Secondary Education, Student Improvement, *Study Skills, *Teaching Methods

The cognitive processing capacity (CPC) model of teaching and studying was used to determine whether tenth grade students could improve their performance in biology. The 27 students in the experimental class were taught to study information in quantities that matched their CPC and to chunk these quantities together under a heading in a study outline or diagram. In teaching, the same process was used by the teacher of the experimental class. The control group, another biology class of 27 students, continued to be taught as they had been in the past. After completion of two units of biology, the performances of the experimental group students were superior to those in the control class. Correlations between CPC scores and biology unit test scores tended to account for 46% to 82% of the variance in the control group's biology test scores. On a third biology unit, both classes were taught by the CPC model of teaching, with the experimental class continuing to achieve at a significantly higher level. When a comparison was made of the letter grades received by the two groups of students in their other content area classes, the experimental group had a significantly higher proportion of letter grades that increased versus letter grades that decreased. These findings appeared to add stronger support for the use of the CPC model of teaching and studying in the classroom. (RL)

ED 188 249 CS 502 873

Anderson, Randall E.

Rhetorical Vision and Rhetorical Movement Theory: A Reconceptualization and Extension.

Pub Date-Nov 79
Note-34p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Groups, *Persuasive Discourse, *Religious Conflict, *Rhetoric, Rhetorical Criticism, *Social Change

Rhetorical movement theory suggests two portrayals of social movements: the establishment conflict, or radical innovational portrayal, and the innovational, in which the movement is seen as upholding traditional values while suggesting institutional modifications or additions. A third portrayal, the competitive, lies on the midpoint on a continuum between the establishment conflict and innovational portrayals; in the competitive portrayal, a group is depicted as upholding old essential values while replacing old existing groups with new ones. This vision represents the group as denying conflict with basic existing values while declaring the obsolescence of old existing institutions. Thus, essential values are pictured as best served through the new group. In this portrayal, the drama lies in the agency-purpose ratio; the devils'' are those who oppose the realization of the ultimate group purpose, which in this vision can come only through the agency of the new group itself. (An extended analysis of the early Christian church movement as portrayed in the Bible's Book of Acts comprises a major part of the document.) (DF)

ED 188 271 CS 502 961

Cline, Rebecca J. Gifford, Carol J.

On the Threshold of a Rhetorical Situation: An Emerging Rhetoric of Death and Dying.

Pub Date-May 80
Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication (Thought Transfer), *Death, *Humanism, Philosophy, Religion, *Rhetoric, *Social Attitudes, Social Influences, *Sociocultural Patterns

Rhetorics of death and dying have created socially constructed realities of death since primitive times. Although the denial of death has been common, the twentieth century has seen a rhetoric of denial unique in its absoluteness and its primary form, silence. A stance of total alienation toward death has been taken, separating people from experiences associated with death. Events of the 1960s and 1970s such as assassinations, deaths during demonstrations, and the Vietnam war provided the impetus for a new rhetoric of death and dying. Evidence suggests the emergence of a new rhetoric whose themes include the following: death gives life meaning, death is a process, and death is a shared phenomenon. Communication scholars can actively facilitate the emergence of an effective rhetoric that can adapt people to death and enhance life. (Author/DF)

ED 188 295 EA 012 726

Leggett, Stanton

Evaluation of School Instructional Programs: How Do You Do It?

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980). Not available in paper copy due to broken print of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board of Education Role, *Course Evaluation, *Curriculum Evaluation, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Outcomes of Education, Resource Allocation

The first step of this presentation, directed to school board members, is the recommendation of two publications on assessing school programs. The second step is to invite board members to make an indepth study of ninth grade algebra in order to get acquainted with the problem. The third stage of this presentation is to examine some alterable variables, or the place in education where research suggests the application of resources has the greatest prospect of results. Some hints as to how to evaluate these areas are sketched out. These areas can be summarized as making the home and school curriculum mutually supportive, concentrating on feedback to improve what the teacher does, effective use of time to support learning, the importance of possession of skills and content necessary to start a sequence of learning, and providing feedback to students by pretesting and posttesting until the student has mastered the skills and content. The fourth effort is the brief presentation of a case study of the instructional program of Richland County School District in South Carolina. (Author/MLF)

ED 188 318 EA 012 769

Benson, Charles S., Comp. And Others

Education Finance and Organization: Research Perspectives for the Future. Program on Educational Policy and Organization.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Note-275p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02091-2; $6.50).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Career Education, Child Development, Child Psychology, Consolidated Schools, Court Litigation, *Court Role, Declining Enrollment, *Education Work Relationship, Elementary Secondary Education, *Enrollment Trends, Equal Education, Equalization Aid, Equal Protection, Family Environment, Family Relationship, *Finance Reform, Financial Policy, Human Capital, Lifelong Learning, Organizational Theories, Population Trends, *School Organization, School Size, *Socioeconomic Influences, State Legislation, Time

Identifiers-Overeducation, Stanford Berkeley Seminar, *Time Utilization

The Stanford-Berkeley Seminar on School Finance and Organization was convened to reexamine the problems that underlay the educational finance reform movement, to consider the new problems caused by that movement, and to recommend research topics and study areas that could help alleviate those problems in years to come. The eight papers discussed and revised during the five months of the seminar and presented in full in this document (1) assess the role of the courts in the development of the educational finance reform movement; (2) consider the relationship between equity and fiscal neutrality in the light of state actions; (3) argue that the business model for understanding school organization is inadequate and its application hazardous; (4) point out the dangers in assuming larger schools and districts are more efficient; (5) examine the implications of changing fertility rates; (6) build on the literature in economics of time, time budget analysis, and child pyschology to explore how a child's use of time outside school affects academic performance; (7) reject the human capital model for understanding the relationship between schooling and work; and (8) urge adoption of recurrent education'' as a technique for keeping the society economically and educationally vital. (Author/PGD)

ED 188 340 EA 012 796

Peifly, Maryann C. Walling, Peter

A Study of New Jersey Staffing Practices. A Report to the State Board of Education.

New Jersey State Dept. of Education, Trenton.

Pub Date-Apr 80

Note-103p.; Tables may be marginally legible due to small print of original document.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Literature Reviews, Professional Personnel, Students, *Student Teacher Ratio, Tables (Data), *Teacher Distribution, Trend Analysis

Identifiers-*New Jersey

This report discusses the results of a New Jersey school study to analyze trends in staff ratios during the past three years. The study also measured the effects of grade organization type, community type, enrollment size, and district wealth on staffing ratios for 582 local districts in the state. The report begins with a literature review of staffing practices and educational outcomes. The methodology used, described in detail, included collection and analysis of data files from the New Jersey Department of Education. One chapter is devoted to guidelines for school staffing ratios, borrowed from recommended or mandated ratios from other states and from professional educational organizations. The major conclusion of this report is that the current staff ratios appear to be unacceptable in terms of a local district's ability to provide both a thorough and efficient system of education. (Author/LD)

ED 188 387 EC 124 261

DeJong, Gerben

Report of the National Conference on Independent Living Service Regulations. Per P.L. 95-60 (Arlington, Virginia, March 7-9, 1979).

Tufts Univ., Medford, Mass. New England Medical Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date-79
Grant-16-P-57856/1-05
Note-39p.
Available from-Tufts-New England Medical Center, Medical Rehabilitation Research and Training Center No. 7, Box 190, Boston, MA 02111 ($1.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conference Proceedings, *Disabilities, *Eligibility, *Federal Legislation, *Financial Support, Policy Formation, State Programs, Vocational Rehabilitation
Identifiers-*Independent Living, Rehabilitation Comprehensive Services Develop Dis

Conference proceedings are summarized from a 1979 national conference on regulations for Title VII of the Rehabilitation, Comprehensive Services, and Developmental Disabilities of 1978 (P.L. 95-602) which provides for a three part program in independent living for disabled persons. Conference participants represented a wide variety of disabilities. The report is organized around five topics (sample recommendations in parentheses): eligibility (no upper or lower age limits should be set in the regulations to determine eligibility); maintenance of effort (states should be permitted to develop a single individual written rehabilitation plan for both vocational rehabilitation and independent living services); state plan (the first year's plan should be a simplified document in which states comply with a number of statutory assurances); centers for independent living (a state level consumer group should be established to review applications and proposals for funding); and funding and accountability (new methods other than the vocational rehabilitation closure system, should be developed to evaluate the effectiveness of independent living services). (CL)

ED 188 412 EC 124 372

Kauffman, Nancy Allen

Teachers and Occupational Therapists: A Partnership for Children with Special Needs: The Learning Disabled.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-77).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Eye Hand Coordination, *Language Acquisition, *Learning Disabilities, Occupational Therapists, *Occupational Therapy, *Perceptual Development, *Psychomotor Skills, Special Education, Student Characteristics, Teaching Guides

Seven characteristics of the learning disabled child are described and suggestions to remediate these problems, from the viewpoint of an occupational therapist, are provided. Following are the seven areas (with sample teaching suggestions in parentheses): (1)tactile defensiveness (encourage children to use sand, clay, and finger paint with sawdust mixed into it); (2) apraxia (provide opportunities to plan movements, such as action songs); (3) vestibular problems (use recess for balance activities such as hopping, skipping, or rope jumping); (4) deficient bilateral integration (have children sort or classify objects into boxes across the midline); (5) deficient eye-hand coordination (teach self help skills like tying shoes, zipping, or pouring a drink); (6) deficient form and space perception (teach children to cover up part of a confusing worksheet so s/he can deal with one part at a time); and

(7) language disorders (treat the vestibular problem, as this often affects the language processing problem). (PHR)

ED 187 891   CE 025 462

Barclay, Leney
Residential Plumbing.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date-22 Jul 80
Note-1,043p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Blueprints, Course Descriptions, Curriculum Guides, *Equipment Maintenance, *Hand Tools, Human Relations, Instructional Materials, Job Application, Job Performance, Learning Activities, Maintenance, Measurement, Occupational Information, *Plumbing, Postsecondary Education, *Repair, Safety, *Sanitary Facilities, Secondary Education, Tests, *Vocational Education, Waste Disposal
Identifiers-Building Codes, Mid America Vocational Curriculum Consortium, Vocational Technical Education Consortium States

This twenty-nine-unit residential plumbing curriculum contains teacher and student materials based on the Vocational-Technical Education Consortium of States (V-TECS) Plumbing Catalog of Performance Objectives, Performance Guides, and Tool and Equipment Lists. An introduction contains a V-TECS task listing showing the relationship between the catalog and the resulting instructional materials, including the rationale for excluding tasks. The twenty-nine units are divided into seven sections which cover these topics: orientation (4 units); Tools and Equipment (5 units); Residential Systems (4 units); Fixture and Appliance Installation (4 units); and System Maintenance and Repair (2 units). Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives (both unit and specific), suggested activities for teachers and students, information sheets, assignment sheets, job sheets (with evaluation), visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. Bibliographic material is cited for suggested references for each unit. (YLB)

ED 188 117 CS 005 451

Mikulecky, Larry Diehl, William
National Literacy Commissions and Functional Literacy: A Status Report.
Pub Date- 78
Note-24p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Literacy, Competence, Educational Trends, Elementary Secondary Education, *Federal Legislation, *Functional Literacy, *Job Performance, Job Skills, *Literacy, National Competency Tests, National Programs, National Surveys, *Planning Commissions
Identifiers-*Job Literacy

A response to United States Senator George McGovern's call for congressional legislation to establish an independent national commission on literacy is necessary. Two considerations that must be taken into account by any individual, group, or commission addressing issues of criteria for competency in literacy are: (1) literacy competence is a relationship between the specific demands of a situation and the variety of literacy and nonliteracy strategies available to any individual; and (2) a tendency exists to confuse the symbolic attributes of literacy with actual literacy demands. Side issues that must be understood include the fact that trends from the SAT tests are not relative to basic literacy, there is not comparable educational data from many other nations, and available research does not support the fact of a decline in basic skills. Other issues that must be explored include the difference between functional illiteracy and functional competency and the possibility that illiteracy is merely one aspect of a larger problem of poverty or discrimination. If a national literacy commission is to be instituted the project must be clearly conceived. Literacy should be viewed as a relationship between demand and ability and the focus should be on how well individuals are performing their jobs and life-tasks, and the extent to which literacy ability influences performance must be determined. (MKM)

ED 188 364 EC 124 137

Karnes, Merle B.

Rationale for Early Identification and Programming for the Gifted and Components of an Exemplary Program.

Pub Date-Apr 80

Note-10p.; Paper presented at the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demonstration Programs, *Early Childhood Education, *Gifted, *Program Design, Success, *Talent, *Talent Identification

The paper delineates elements important in the development of ideal programs for the gifted/talented preschool child. The author emphasizes the following components of an exemplary program: (1) program advocates, (2) staff with expertise in the gifted and early childhood, (3) flexible administrative procedures, (4) well defined program goals and objectives, (5) well defined identification procedures, (6) appropriate curriculum, (7) a nurturing environment, (8) appropriate instructional materials, (9) teacher behavior conducive to learning, (10) parental involvement, (11) ongoing inservice training of staff, and (12) provision for continuity of programing after leaving the preschool.

(Author/SBH)

ED 187 837 CE 016 828

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part J. ACE Competency Based Job Descriptions: Sales Core Job Description; San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-79p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, *Auto Parts Clerks, Basic Skills, Behavioral Objectives, Clothing, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Home Furnishings, Job Performance, Job Skills, *Mathematics, *Occupational Information, Reading Skills, *Sales Workers
Identifiers-Adult Competency Education Project, California (San Mateo County)

This seventh of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Salesperson, Automotive Parts; Sales Clerk, Retail; Salesperson, Garden and Housewares; and Salesperson, Women's Garments. Each begins with a fact sheet that includes this information: occupational title, D.O.T code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (A preliminary sales core job description contains those competencies common to all the sales occupations included here.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 872 CE 025 226

Paltridge, James Gilbert And Others

Mid-Career Education and Training. Community Support Systems. California Studies in Community Policy and Change No. 6.

California Univ., Davis. Inst. of Governmental Affairs.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-557AH60019
Pub Date-Nov 79
Grant-G007604806

Note-101p.; For related documents see CE 025 227-228.
Available from-Institute of Governmental Affairs, University of California Davis, Davis, CA 95616 ($5.50; 15% discount for ten or more copies)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, Adult Education, *Adults, Adult Vocational Education, *Career Change, Case Studies, Community Organizations, *Community Resources, Community Support, *Demonstration Programs, *Educational Needs, Educational Planning, Lifelong Learning, Postsecondary Education, *Retraining

This document contains one of two monographs produced by a three-year project designed to study mid-career changes and the educational and training needs of these adults. A companion monograph, CE 025 228, describes the characteristics of mid-career adult students. Divided into four chapters, this monograph deals with support systems organized at the community level to serve those persons who wish to re-enter postsecondary educational institutions for continuing or recurrent education and retraining in occupational skills. Chapter 1 discusses the need for mid-career educational opportunities and describes the type of community and student studied. Based on the findings of seven community case studies, chapter 2 offers a number of considerations that are intended to assist in institutional planning for the mid-career student clientele. A summary of findings from the seven community case studies is found in chapter 3. More detailed reports on the individual case studies are appended. After identifying transportable ideas from the case studies, chapter 4 presents a set of models which may be useful in planning community support systems for the continuing education and training of mid-career adults. (For a full project report of the three-year study, see CE 025 227.) (BM)

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 591-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Real Estate Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to Real Estate Occupations, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons on real estate occupations explore the nature of the buyer/seller relationship, discuss the advantages and disadvantages of careers in the real estate business and gives training and licensing requirements. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 947 CE 025 665

Hoots, William R., Jr., Ed.

Industrial Arts in the Elementary School: Education for a Changing Society. Reprint. ACESIA Monograph 8.

American Council for Elementary School Industrial Arts, Washington, D.C.
Pub Date-80
Note-37p.; For related documents see CE 025 660-664.
Available from-Dr. Keith Blankenbaker, ACESIA Publications Chairperson, 190 West 19th St., The Ohio State University, Columbus, OH 43210 ($1.25)

Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Consultants, *Elementary Education, *Industrial Arts, Industrial Arts Teachers, Information Dissemination, *Inservice Teacher Education, Leadership, Leadership Qualities, *Preservice Teacher Education, Program Administration, Program Descriptions, *Program Design, Program Development, *Program Implementation, Specialists

This report of the National Conference on Elementary School Industrial Arts (ESIA) (1969-70) deals with the nature of industrial arts in the elementary school, different approaches and requirements for its implementation, and ways of meeting and solving problems. Section 1 defines ESIA. In section 2 a discussion of philosophical bases shows how industrial arts offers activities enhancing the learning process through concrete experiences, thought processes, learning processes, personal abilities, self concepts, and world of work. Section 3 identifies several approaches to ESIA, including limited classroom, comprehensive classroom, laboratory, traveling teacher, mobile laboratory, central laboratory, and summer school enrichment programs. Leadership characteristics and responsibilities of a national commission, state-level directors of ESIA, and local-level industrial arts specialists are listed in section 4. Section 5 discusses essential components of preservice and inservice teacher education programs philosophical basis, technological content, tool and material exposure, environment for learning, opportunity to apply learning with children, involvement of resource persons and community resources (physical and human), techniques of gaining administrative involvement, and program evaluation. Eighteen recommendations for teacher education are listed. Section 6 lists persons in the educational professions, public, and industry to whom dissemination of information concerning ESIA should be directed. (YLB)

ED 187 969 CE 025 752

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-20p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Decision Making Skills, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high unit on values, decision-making, and risk-taking is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to provide students with decision making skills and to encourage students to apply these skills. (The unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

Hoffman, Stephanie B.

Interpersonal Influence Styles of Adult Cohorts.

Pub Date-79
Note-10p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Age Differences, Behavior Patterns, Cohort Analysis, Cultural Influences, *Individual Power, *Influences, *Interaction, *Interpersonal Relationship, Psychological Patterns, Research Projects, *Social Behavior
Identifiers-*Likelihood of Influence Tactic Use Scale

Generational differences in the balance of power contribute to varying patterns of influence strategy use within cohorts of young, middle-aged, and older adults. The self-report Likelihood of Influence Tactic Use Scale was administered to 10 males and 10 females in each of three cohort groups to investigate the influence tactics used at different age levels. Respondents rated their likelihood to use influence tactics in intimate, parent, child and best-friend relationships. Younger adults were most likely to use influence tactics in all relationships. Middle-aged adults used influence most with their children. Older adults used influence tactics most in their intimate relationships. Indirect/emotional strategies were employed more frequently by females. Adult children and elderly parents had difficulty directly influencing each other and resorted to indirect/emotional strategies. All cohorts used direct/rational strategies most often with friends, less often with intimates and least often with parents. Overall, there was much similarity in influence styles by cohorts, genders and in relationships. Results suggest that influencing is a function of both culturally socialized behavioral predispositions and the power differential of individuals in a relationship. (Author/NRB)

ED 188 095 CG 014 492

Koss, Mary P. Oros, Cheryl J.

Hidden Rape: A Survey of the Incidence of Sexual Aggression and Victimization on a University Campus.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-80
Grant-MH31618
Note-17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, *College Students, Higher Education, *Perception, Persuasive Discourse, *Rape, Research Design, *Sex Differences, Surveys
Identifiers-*Threat, *Victims

This study explores the existence of a continuum of sexual aggression among males and a corresponding continuum of sexual victimization among females. A 12-question Sexual Experiences Survey written in parallel versions for men and women was administered to 3,862 university students. Three levels of sexual aggression/victimization ranging from consensual sexual intercourse to actual rape were reported by both sexes, supporting a dimensional approach. Factor analysis of the survey instrument revealed three stable factors accounting for 51% of the variance. The factors corresponded to the three levels of sexual aggression/victimization, suggesting a viable alternative approach to sample selection for future rape research. The number of females reporting victimization was several times larger than the number of males reporting aggression. Further research should determine if males fail to report aggression, if each aggressive male victimized more than one woman, or if males and females differ in their perceptions of a given experience. (The survey instruments, as well as response tables, are included.) (NRB)

ED 188 138 CS 005 504

Samuels, S. Jay Horowitz, Rosalind

Good and Poor Reader Recall of Oral and Written Expository Discourse at Two Levels of Difficulty.

Pub Date-Jun 80

Note-10p.; Paper presented at the Annual Meeting of the Conference on Reading (26th, Moorhead, MN, June 16-20, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Difficulty Level, Elementary Education, *High Achievement, Language Proficiency, *Listening Comprehension, *Low Achievement, *Reading Comprehension, Reading Difficulties, Reading Processes, *Reading Research, Reading Skills, Recall (Psychology)

Thirty-eight sixth grade students (20 good and 18 poor readers) were involved in a study that examined comprehension under oral and written modes of presentation and across four expository texts that had been prepared at two levels of difficulty (easy and hard). All subjects listened to and read the texts in a counterbalanced order and afterwards were asked to retell what they had heard or read. They also completed a multiple choice test. The results revealed that significant differences in the listening mode did not exist between good and poor readers. In fact, the poor readers did better than the good readers in the free recall of literal ideas in the oral mode of presentation. However, in the reading mode of presentation, the good readers were superior in comprehension on both easy and hard texts. (FL)

ED 188 182 CS 205 604

Mersand, Joseph
In Quest of the Perfect Test.
Pub Date-80

Note-16p.; Reprint from High Points,'' October 1979.
Pub Type- Guides - Classroom - Teacher (052) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Testing, *English Instruction, Essay Tests, Higher Education, Language Arts, Multiple Choice Tests, Secondary Education, *Test Construction, Test Items

This booklet offers English teachers a summary of the literature on test development and practical suggestions for test writing. The issues addressed include (1) honesty in testing, (2) understanding the place of testing, (3) characteristics of good testing, (4) preparing a classroom test, (5) what diagnostic tests reveal, (6) essay questions, and (7) objective questions (true-false, multiple choice, and matching). Included are samples of various types of test questions. (AEA)

ED 188 205 CS 205 631

Chapman, Diane L.

Children's Acquisition of Linguistic Means for Expressing Conditionality.

Pub Date-79
Note-61p.; Research prepared at Florida State University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Age Differences, *Child Development, *Cognitive Development, Data Collection, Elementary Education, Function Words, *Language Acquisition, *Language Research, Sentence Structure
Identifiers-*Conditionals

A study was undertaken to investigate which of ten constructions are available to children of various ages for expressing conditionality. A modified sentence completion test based on use of the ten constructions was designed, field-tested, and administered individually to 20 students in each of five grades: kindergarten and grades two, four, six, and eight. Analysis of the data indicated that increasing numbers of constructions were available to subjects as they matured and that there was an observable developmental order among the ten constructions. Among the conclusions reached were that children as young as five years old have the ability to use a variety of linguistic means for expressing conditionality and that constructions involving unless'' were significantly more difficult than other constructions. (The paper includes numerous tables of data, a discussion of considerations in selecting a data collection method for the study, and a copy of the sentence completion test that was used.) (GT)

ED 187 991 CE 025 774

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-37p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, *Employment, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, Working, is one in a series of guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. These five lessons about working discuss the desirability of being a productive person, give information about a variety of jobs available and relate skills learned in school to skills used on various jobs. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 053

CG 014 447

Resnik, Henry S. And Others

Taking Risks: Activities and Materials for Teaching About Alcohol, Other Drugs, and Traffic Safety. Book 2, Secondary Level (Grades 7 and 10).

California State Dept. of Education, Sacramento.
Spons Agency-California State Office of Traffic Safety, Sacramento.
Pub Date-79
Note-156p.; For related document see CG 014 446.
Available from-Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Decision Making, *Drug Education, Family Influence, Grade 7, Grade 10, Humanistic Education, Peer Influence, *Responsibility, *Risk, Secondary Education, Teaching Guides, *Traffic Safety

This guide is designed to help teachers instruct students in the areas of alcohol, drugs, and traffic safety. It consists of two units, targeted to seventh-grade students and the other to tenth-grade students. Each unit can be used over a two-week period. The lesson plans and related materials focus on helping students gain insight into factors that influence choices related to alcohol and drug usage, and traffic safety, and to make responsible decisions that will help them lead safer, healthier lives. Follow-up activities for individual and group projects are also provided. (Author)

ED 188 227 CS 205 654

Johnson, Carolyn E.

A Taxonomy of Content for Internal Publications and the Editorial Mix Concept.

Pub Date-Aug 80

Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Audiences, *Classification, *Editing, Employee Attitudes, Factor Analysis, *Media Research, Periodicals, *Publications, *Reading Interests, Surveys

A study was conducted to establish whether optimum editorial mixes (mixes of items selected from content categories determined from factor analysis) can be determined by publications editors in attempting to provide wide audience appeal with a minimum number of stories. A questionnaire was designed to determine employee opinions of the Tennessee Valley Authority employee publication TVA Today,'' to identify reading interests and demographic characteristics of employees, and to determine the amount of interest generated by 33 article titles. Results, based on responses from 421 employees, suggested that eight stories, in the proper mixture, would account for almost as many readers as a mix with more stories, and that characteristics of the 33 stories could be reduced to eight basic factors or categories: (1) personal help (financial, domestic, and work); (2) leisure and outdoors; (3) people, philanthropy, and nostalgia; (4) company progress and power; (5) employee education; (6) company innovations; (7) history; and (8) social change. It was determined that the editorial mix of the eight factors would reach more than 77% of potential readers, only 6% fewer than would the entire population of 33 stories. The findings clearly demonstrated that an editorial mix systematically determined can be beneficial to editors. (GT)

ED 188 272 CS 502 962

Pederson, Lucille M.

Pedagogical Methods of Teaching Women in Public Speaking.''

Pub Date-Nov 79

Note-21p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Courses, *Females, Feminism, Higher Education, Instructional Innovation, Persuasive Discourse, *Public Speaking, *Rhetoric, *Rhetorical Criticism, Speech Communication, *Speeches, Teaching Methods, *Womens Studies

A course on women in public speaking, developed at the University of Cincinnati, focuses on the rhetoric of selected women who have been involved in various movements and causes in the United States in the twentieth century. Women studied include educator Mary McLeod Bethune, Congresswoman Jeannette Rankin, suffragette Carrie Chapman Catt, Helen Keller, Eleanor Roosevelt, actress Olivia deHavilland, United Nations delegate and actress Irene Dunn, diplomats Clare Boothe Luce and Shirley Black, feminist Betty Friedan, anthropologist Margaret Mead, black politicians Shirley Chisolm and Barbara Jordan, and Princess Grace of Monaco. Units in the course include (1) introduction to rhetorical criticism; (2) factors contributing to the role of each of the speakers; (3) specific rhetorical acts; and (4) oral reports of written rhetorical criticism, discussion, and synthesis. The course has been successful in teaching rhetorical criticism and in enhancing students' appreciation for women orators. (DF)

ED 188 365 EC 124 138

Nearine, Robert J. Freedman, Albert I.
Developing Programs for the Gifted Limited English Speaker.
Hartford Public Schools, Conn.; Hartford Univ., West Hartford, Conn.
Pub Date- 78
Note-19p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Students, Elementary Secondary Education, *Gifted, *Program Development, *Talent
Identifiers-*Limited English Speaking

The paper suggests a strategy for developing a program for gifted and talented limited English speaking students. Six steps are outlined: (1) identify the gifted and talented student population in the pilot school using at least two acceptable criteria; (2) based on the school study team (SST) assessment process, prepare individual sequential instructional plans for each student; (3) based on the SST assessment process, develop a project profile; (4) using the project needs plan for guidance, develop a staff training component; (5) develop effective administrative arrangements for program implementation, replication, and dissemination; and (6) develop a high degree of supportive parental/community involvement. (SBH)

ED 188 413 EC 124 373

Coster, Wendy

Teachers and Occupational Therapists: A Partnership for Children with Special Needs: The Role of the Therapist with Emotionally Disturbed Children.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-77).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Emotional Disturbances, Motor Development, *Neurological Impairments, *Occupational Therapists, Occupational Therapy, Perceptual Motor Coordination, Role Perception, Sensory Integration

The role of an occupational therapist (O.T.) in the education of emotionally disturbed children is examined. The neurological involvement of many emotionally disturbed children is linked to abnormal responses from sensory input and distortion or disorganization of perception. Possible explanations for differences between emotionally disturbed and learning disabled children are cited. The O.T. is seen to be capable of translating the child's behavior in view of neurological deficits and of remediating the sensorimotor difficulties. (CL)

ED 188 011 CE 025 819

Sockut, Joanne Stumpe, Stephanie

Nutrition Action Pack.

Cleveland Health Museum and Education Center, Ohio.; McDonald's Corp., Oak Brook, Ill.
Pub Date-75
Note-29p.; For related documents see CE 025 302 and CE 025 816-818.
Available from-Mazer Corp., 2501 Neff Rd., Dayton OH 45414 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, *Eating Habits, Elementary Education, *Energy, Food, *Health, Home Economics, Instructional Materials, Interdisciplinary Approach, Learning Activities, Nutrition, *Nutrition Instruction

One of five McDonald's Action Packs, these instructional materials integrate elementary school-level nutrition education into other disciplines biology, sociology, physiology, mathematics, and art. Contents include four units consisting of twelve activities. Unit 1, Why You Need Food, is a self-examination of what is needed for growth, health, and energy. A study of the basic four food groups and simple menu planning is contained in unit 2, Your Daily Food Guide. Unit 3, What Food Is Made of: Nutrients, discusses protein, energy foods (fats and carbohydrates), water, vitamins A and C, calcium, and iron. The final unit, Eating Too Much, is a presentation of facts concerning overweight and admonitions to avoid eating too much. Each unit includes some or all of the following: an introduction, brief descriptions of the various unit sections, activities, suggested activities, and instructions for using activity sheets. Student activity sheets suitable for reproduction are provided. (YLB)

ED 188 032 CG 014 371

Korn, Paul R.

An Undergraduate Helping Skills Course: Skill Development and Career Education.

Pub Date- 79

Note-10p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Counseling Services, *Counseling Techniques, Course Content, Course Descriptions, Course Evaluation, Higher Education, *Interpersonal Competence, *Paraprofessional Personnel, *Peer Counseling, *Skill Development, *Training Methods, Undergraduate Students

During the past decade there has been an increase in the training of undergraduates to provide mental health services, as well as an increase in the inclusion of field experiences as legitimate credit courses. These trends have produced two effects, i.e., greater marketability for undergraduate psychology majors and greater use of trained paraprofessionals as community mental health care providers. An undergraduate Helping Skills Course, piloted in response to these trends as a complement to traditional courses and practica, incorporated a design based on three components: (1) presenting a conceptual framework using models of systematic skills training; (2) providing opportunities for increasing self-awareness and relationship-awareness; and (3) offering guided helping skills practice and feedback. Student evaluation responses on a paper and pencil measure indicated significant increases in ability to respond to problem statements with accurate empathy. (Author)

ED 188 139 CS 005 505

Weiss, Maria J.
Children's Preferences in Tradebook Format Factors.
Pub Date- 78
Note-40p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Childrens Literature, *Design Preferences, Elementary Education, *Layout (Publications), *Reading Material Selection, *Reading Research, Textbook Selection
Identifiers-*Trade Books

Through interviews with 145 children enrolled in two public schools, this study sought to answer five questions: (1) Do children consider page size, type, and illustration position important in their selection of tradebooks? (2) Are there differences between grades, sexes, and among reading ability groups in their consideration of the importance of these format factors in book selection? (3) As a group, do children exhibit preferences within each format factor: page size, type size, type style, and illustration position? (4) Are there differences between grades, sexes, and among reading ability groups for the format factors under investigation? and (5) What do children give as reasons for preferring the format variation selected? From the findings, the following guidelines for the selection of tradebooks were developed: while books having a variety of page sizes should be available to late primary grade children, the majority of books for late intermediate grade children should contain pages of approximately 5 1/2 inches by 8 1/4 inches; type in books for late primary grade children should be at least 12 point, but preferably larger; the type style should be a simple, clear type style, regardless of serifs or their absence; and illustrations in the middle of the page make undesirable choices. (HOD)

ED 188 160 CS 005 528

Hoffman, James V. Baker, Christopher J.

Characterizing Teacher Feedback to Student Miscues During Oral Reading Instruction.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 80
Contract-NIE-G-80-0033
Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 14-17, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Communication, Elementary Education, *Interaction, *Miscue Analysis, *Oral Reading, Reading Diagnosis, *Reading Instruction, Reading Skills, *Reading Teachers, Student Teacher Relationship, Teacher Behavior, Teaching Methods

Noting that the verbal interactions that transpire between teacher and student in the classroom setting are central to the instructional process, this paper offers reading teachers a systematic means of examining their own interactive patterns in the context of oral reading instruction. In addition, it provides teachers with a way of inspecting their theoretical orientations toward reading. The paper is divided into three major sections, with the first focusing on the nature and characteristics of oral reading instruction; the second on an explanation of FORMAS (Feedback to Oral Reading Miscue Analysis System), an observation system useful in representing the verbal interactions that accompany oral reading instruction; and the third on a discussion of the implications of the system in classroom settings and field-based research. (FL)

ED 188 183 CS 205 605

Scharlott, Bradford W.

Lightning Strikes the Press: The Impact of the Telegraph on Wisconsin Newspapers.

Pub Date-Aug 80
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Agents, Community Development, *History, Information Networks, Journalism, *Media Research, Multiple Regression Analysis, *Newspapers, *Social Change, Technological Advancement, *Telecommunications, United States History
Identifiers-*Wisconsin

The increase in the number of newspapers in Wisconsin's largest cities from 1840 to 1860 was analyzed to determine whether the coming of the telegraph (1848-1850) spurred newspaper growth significantly. Multiple regression analysis was used to control for the effects of population growth and price-level fluctuations. Even after accounting for the effects of these two variables, it was found that the telegraph had a significant impact on newspaper growth. One of the explanations for this association between increased telegraph and newspaper use is that the people in Wisconsin became more willing to buy papers once they could receive distant news relatively quickly. (RL)

ED 188 250 CS 502 927

Sanders, Wayne

Ain't Misbehavin''': Bench Conduct and Nonverbal Expectancy Effects in Criminal Jury Trials.

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bias, Change Strategies, Communication Problems, *Court Litigation, *Expectation, *Experimenter Characteristics, *Judges, *Legal Problems, Nonverbal Communication, Research Needs, Verbal Communication

Identifiers-Communication Research, Juries

The possibility that judges' expectancy effects may adversely affect the results of jury trials is a problem that needs careful theoretical analysis and innovative methods of resolution. Traditional efforts by the legal community to counteract the threat of verbal/nonverbal bias by judges include the Code of Judicial Conduct,'' curative instructions (admonishments to the jury following certain courtroom behaviors), and mistrials or motions for mistrials. Unfortunately, these methods are not based on any theoretical scheme, do not always eliminate judge expectancy effects, and sometimes even promote expectancy effects. A theoretical explanation of expectancy effects in the courtroom has been offered that is based on six factors emanating from experimenter-expectancy literature. These factors can be viewed either as a series of hypotheses to be tested or as a form or proof in and of themselves. They can be applied to judges' courtroom behaviors to test for expectancy effects, leading to the formation of rules that will eliminate expectancy effects from the courtroom. Some of the proposals to reduce judge expectancy effects are the use of process instruction, juror training/orientation, and modifying/codifying the methods for giving final instructions to juries. (RL)

ED 188 296 EA 012 730

Fletcher, Verna M.

Policy and Administration: Who Does What?

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Board Administrator Relationship, *Board of Education Role, *Boards of Education, Elementary Secondary Education, *Policy Formation, *Power Structure, Superintendents

The question of who develops and adopts the rules and regulations to implement educational policies is at the center of the role controversy between boards of education and superintendents. The purpose of this paper is to clarify the demarcations between policy-making and administrative roles. Certain assumptions about board and superintendent relationships determine perceptions of policy-making and administrative roles: the board of education has the ultimate responsibility for the schools; every local board of education has some relationship with its state board; the board of education selects, directs, and evaluates the superintendent; board members represent the community; and, there is a great difference in how board members define their role in policy-making and administration. In practice, there is no single definite line between policy and administration. It is up to the board and superintendent to set working definitions. Some guides to help reach agreements are to know what is supposed to be, know the reality, know what can be, and know the pitfalls. (Author/MLF)

ED 188 319 EA 012 770

Atkin, J. Myron House, Ernest R.

The Federal Role in Curriculum Development, 1950-80.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-NIE-P-79-0065
Note-87p.
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Curriculum Development, Educational Change, Educational Demand, Educational History, *Educational Policy, Educational Supply, Elementary Secondary Education, Federal Programs, *Government Role

The federal government became involved in the development of public school curriculum in order to pursue broadly accepted national goals. During the first two decades of federal curriculum activity, however, the country became increasingly fragmented socially and politically, making the federal role more complex and controversial. Federal attempts at curriculum revision have affected materials and teaching activities, but have often ignored the wishes, habits, and needs of users. Still, an unprecedented degree of intrusiveness of federal regulation into the teaching process has become acceptable. Federal education policy tends to be a melange of the often conflicting policies of different special interest groups and governmental bureaus. In most cases these interests hope to develop curriculum changes at, diffuse them from, and evaluate them by a central agency the federal government without encouraging development of new policies in the field. Federal involvement in curriculum can be understood and interpreted from three analytical perspectives: the technological perspective was most important when there was a high consensus on national goals; the political and cultural perspectives have become important as the society has divided. Consideration suggests favoring strategies for change based on teacher initiatives and designed to meet varied, complex, and sometimes contradictory demands. (Author/PGD)

Tron, Esther O., Comp.
Public School Finance Programs, 1978-79.
Pub Date-80
Note-630p.; Prepared in cooperation with state education agencies. For a related document see ED 130 384. Not available in paper copy due to small print of original document.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02086-6; $8.00)
Pub Type- Reports - Research (143)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Assessed Valuation, Bond Issues, *Educational Finance, Elementary Secondary Education, Equalization Aid, Property Taxes, *Public Schools, School District Spending, *School Support, School Taxes, *State Aid, *State School District Relationship, Tables (Data)

This compendium describes the programs of state financial aid to school districts that were in effect in the 1978-79 school year. The introductory section of the report is an analysis of the situation and contains summary tables. The report for each state consists of two parts. The first part reports features of the state and local systems of providing financial support for public schools. The second part of a state's report contains the actual description of each state program of financial aid to local school districts and to intermediate districts. Each distribution identified as a separate fund by the state is described in terms of title, legal citation, appropriation (or estimate) for the school year, percent of total state funds allocated, program description, calculation of state and local shares of program cost, and extent of school district participation. (Author/MLF)

ED 188 388 EC 124 348

Masat, Lawrence J. And Others

Transitional Strategies for Mainstreaming Emotionally Disturbed (ED) Students.

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session M-4).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Emotional Disturbances, Intermediate Grades, Interschool Communication, *Mainstreaming, Nontraditional Education, Program Descriptions, *Student Placement, *Transitional Classes

The paper reviews a panel presentation on the essential components, policies, and strategies of a system for effectively moving emotionally disturbed (ED) students into least restrictive educational environments and maintaining them there. The first two parts of the session focused on a system for partially mainstreaming center school (seventh and eighth grade) ED students part time into nearby schools before returning full time to regular classes in home based schools that are distant from the center. Center school and transition school operations, as well as interschool coordination were addressed in these parts of the session. The third part of the session was a report of a regular class support system for meeting the needs of ED students in regular classes. Guidelines for interschool coordination are offered, and both direct and indirect support services for ED children in regular classrooms are outlined. Among appended materials are a schedule for mainstreaming, a class observation sheet, a mainstreaming contract form, a teacher checklist, and a mainstreaming evaluation form. (SBH)

ED 187 855 CE 024 709

Steward, Naomi Wiles, Jeff
CIS Implementation Handbook.
Oregon Univ., Eugene. Career Information System.
Pub Date-Sep 78
Note-295p.; For related documents see CE 024 707-708 and ED 151 514.
Available from-Oregon Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, OR 97403 ($11.00)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Career Counseling, *Career Education, *Career Exploration, *Career Guidance, *Computer Oriented Programs, Cooperative Programs, Coordination, Educational Technology, Guidance Centers, *Information Services, *Information Systems, Learning Activities, Occupational Information, Postsecondary Education, Program Descriptions, Program Implementation, Resource Materials, Secondary Education, Vocational Interests
Identifiers-Career Information System, Oregon, QUEST Process

This handbook for school and agency staff presents information on implementing a Career Information System (CIS). Section 1 describes the content, format, and use of CIS information files. Each type of file is discussed individually and sample printouts are included. Section 2 provides materials on QUEST, the twenty-one question process by which the user constructs an individual profile by expressing work/job preferences that are matched to an individualized list of occupations. Section 3 concerns these topics regarding site coordination: standards for CIS use, publicizing CIS, involving faculty, CIS and the guidance process, utilizing paraprofessionals and student aides, career resource centers, CIS statistical package, and troubleshooting. Additional resources provided in section 4 include a glossary and resource lists compiled by Seattle Public Schools, including student reference materials, reference books for students, professional reference, and kits and sets. The final section, amounting to over one-half of the manual, consists of learning activities developed by users or site coordinators for implementing CIS in counseling centers and classrooms. Activities are grouped into career guidance and the subject matter areas of language arts, social studies, science, mathematics, physical education, art, personal finance, business, industrial arts, health, and food services. (YLB)

Darcy, Robert L.

Some Key Outcomes of Vocational Education: A Report on Evaluation Criteria, Standards, and Procedures. Research and Development Series No. 192.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-80
Contract-300-78-0032
Note-82p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($4.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Research, *Evaluation Criteria, *Evaluation Methods, Information Needs, *Outcomes of Education, Pilot Projects, Program Evaluation, Standards, *Vocational Education

Two research questions are addressed in this report: What outcomes are appropriate and feasible to use as criteria for evaluating vocational programs? and What procedures can be used for evaluating vocational education on the basis of specified outcome criteria? Following brief reference to earlier studies on vocational education outcomes, fifteen possible outcomes are listed and discussed in terms of their importance, appropriateness, and feasibility for use in evaluation: improving basic educational skills, development of useful occupational skills, reducing the risk of unemployment, acquiring world-of-work knowledge, effect on educational commitment, development of leadership qualities, postsecondary educational progress, level of postschool earning, satisfaction with current school experience, job-search time, satisfactoriness to employers, attractiveness of the community for industrial development, employment opportunities for minority workers, job placement in training-related fields, and development of self-help skills. Fourteen essential elements of information for an evaluation study are then identified and notes are provided for operationalizing each of the fifteen outcomes. Finally, a brief report is given of a pilot study testing one outcome (reducing the risk of unemployment for minority youth) carried out with vocational education personnel in two states. Findings are summarized and recommendations made for further research, development, and evaluation activities. (JT)

ED 187 911 CE 025 591

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-34p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Lawyers, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Lawyers, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These seven lessons about lawyers explore career opportunties, introduce some basic principles of the legal profession, and give education and skill requirements for entry. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

Spirer, Janet E., Ed.
Performance Testing: Issues Facing Vocational Education. Research and Development Series No. 190.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date- 80
Contract-300-78-0032
Note-192p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($11.00)
Pub Type- Collected Works - General (020) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Educational Philosophy, *Legal Responsibility, *Performance Tests, *Program Implementation, *Test Construction, Testing, Testing Programs, *Vocational Education

Addressing issues facing vocational education on the topic of performance testing, this handbook consists of a collection of seventeen commissioned papers and reactions to the papers. Two papers are presented on each of the following types of issues that must be considered before a performance test can be constructed: philosophical, technical, legal, and implementation issues. Authors were selected to form a multidisciplinary group to address each issue, and a reaction to the two papers presented on each issue is included. The two papers on philosophical issues are authored by Henry Borow and Jack C. Willers; reactions are given by John F. Thompson. The two papers on technical issues are authored by Evelyn Perloff and Raymond Klein; reactions are given by Samuel A. Livingston. The two papers on legal issues are authored by Paul L. Tractenberg and Diana Pullin; reactions are given by William G. Buss. The two papers on implementation issues are authored by H. Brinton Milward and Curtis R. Finch; reactions are given by Janet E. Spirer. Finally, two papers are included that discuss the implications of the contents of all the papers for vocational education. These papers are authored by Robert E. Spillman, Charles D. Wade and Nellie Carr Thorogood; reactions are given by Marvin R. Rasmussen. (BM)

ED 187 970 CE 025 753

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-48p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 024 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Development, *Career Education, *Career Exploration, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit introducing career clusters is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to introduce students to twelve career clusters and allow them to explore occupations which fit present interests and skills. The twelve clusters are agribusiness and natural resources, business and office, communications and media, construction, consumer and homemaking, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, and personnel services. (For units on occupations within the clusters, see CE 025 738-765.) (LRA)

ED 188 054 CG 014 450

Kent, Martha Whalen, Ed.

Competence Is for Everyone: Gender and the Conditions of Learning. Collected Readings.

Vermont Univ., Burlington.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date- 76
Note-98p.
Available from-Education Development Center, 39 Chapel Street, Newton, MA 02160
Pub Type- Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advertising, Anthologies, *Bias, *Cultural Influences, Educational Environment, Mass Media, *Parent Influence, Secondary Education, *Sex Differences, *Sex Role, *Socialization, Textbook Bias, Two Year Colleges
Identifiers-*Gender Identity

This manual, part of the Competence Is for Everyone'' curriculum, helps students examine the process of making appraisals of people and how appraisals can limit learning and career opportunities when based on sex or race. The curriculum can be used by intermediate, secondary, and junior college teachers and students. This anthology, a collection of background readings for the curriculum, explores the socialization of females and males by parents and schools; the presentation of males and females in the media and in textbooks; the nature of sex differences; and the processes underlying the acquisition of gender roles. (Author/NRB)

ED 188 075 CG 014 472

Surber, Colleen F.
Effects of Information Reliability in Predicting Task Performance Using Ability and Effort.
Wisconsin Univ., Madison.
Spons Agency-National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Graduate School.
Pub Date-May 80
Grant-BNS-7912414
Note-15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, Adults, *Attribution Theory, *Credibility, *Information Utilization, *Performance, Prediction, *Predictive Measurement, *Reliability, Research Projects, Weighted Scores

The examination of credibility effects in predicting achievement, an important step in the study of source credibility effects on attributions, substantiates Birnbaum's findings that variation in the credibility of information can be represented by changes in the weight of the information. Undergraduate subjects (N 65) predicted the performance of hypothetical students on a comprehensive college final exam of medium difficulty, based on IQ scores and study time efforts ratings of varying reliability. The reliability of effort and ability (IQ) information was manipulated to test averaging and multiplying models for differences in prediction. Results indicated that increased reliability for either ability or effort information had greater effects on judged performance. Increased reliability of one type of information lessened the effect of the other type of information. The findings are consistent with an averaging model in which reliability of information influences its weight, but are inconsistent with a multiplying model. (NRB)

ED 188 096 CG 014 493

Orlofsky, Jacob L.

Psychological Androgyny and Male-Female Attraction.

Pub Date-79

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, *Congruence (Psychology), Dating (Social), Individual Differences, *Interpersonal Attraction, *Mate Selection, *Personality Traits, Prediction, *Sex Role, Sex Stereotypes, Social Influences, Socialization

Identifiers-*Bem Sex Role Inventory

Changes in men's and women's societal roles and in their personality characteristics might be expected to lead to corresponding changes in the personal relations between sexes. Male (N 140) and female (N 95) college students, classified as sex-typed, cross-sex-typed, androgynous, or undifferentiated on the basis of their Bem Sex Role Inventory (BSRI) scores, rated their ideal dating partners/potential spouses on the BSRI items. Predictions that androgynous individuals would describe similarly androgynous ideals while sex-typed individuals would prefer complementarily sex-typed ideals were not confirmed. All subjects described ideals with a relative complementarity in sex-typing: the male more masculine than his partner, the female more feminine than hers. Results suggest that societal norms and stereotypes must be considered in addition to individual differences in psychological set-typing in predicting individual's hetereosexual attraction patterns, and that psychological androgyny does not have as much generality regarding individuals' life styles as has been attributed to it. (Author)

ED 188 118 CS 005 453

Trevino, Consuelo Wise, Bette

Summer Acceptance Program: A Viable Option For Provisional Students Entering a Private University.

Pub Date-Mar 80
Note-9p.; Paper presented at the Annual Meeting of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Blacks, Career Awareness, *College Preparation, *Developmental Studies Programs, Higher Education, Mexican Americans, *Minority Groups, Program Descriptions, Reading Programs, *School Holding Power, *Study Skills, Summer Programs, Whites, *Writing (Composition)

A five-week summer program for special acceptance students has been developed at St. Mary's University of San Antonio, Texas. Students accepted into the program must show high potential in the form of good high school grades or high test results. The special acceptance program has three components. The academic skills component is a three hour noncredit course designed to improve reading comprehension, speed, and study skills. The second component is a college orientation and career awareness group that includes individual counseling. The third component is the regular freshman English course, which must be successfully completed in the summer. Students who do not complete the Special Acceptance Program are not permitted to enroll the following term. Participants' academic and retention profiles indicate that the provisional students have succeeded academically and nearly half of the first group completed four years of college, while ninety percent of the 1979 participants are completing their first year of studies. The program has served the minority population especially well, since sixty percent of the students have been Mexican American and eight percent have been black. (MKM)

ED 187 838 CE 016 829

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part K. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-87p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, Cleaning, Clothing, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, Food Service Workers, Job Performance, Job Skills, *Laundry Drycleaning Occupations, *Maintenance, *Mathematics, Motor Vehicles, *Occupational Information, Reading Skills, *Sales Workers, Service Workers
Identifiers-Adult Competency Education Project, California (San Mateo County), Custodians, *Porters, *Waiters Waitresses

This eighth of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Salesperson, Automotive; Salesperson, Men's Wear; Waiter/Waitress; Janitor; Porter; and Pressing Machine Operator. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (A sales core job description containing those competencies common to the sales occupations included here is in CE 016 828.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 873 CE 025 227

Regan, Mary C. And Others

Mid-Career Change: Adult Students in Mid-Career Transitions, and Community Support Systems Developed to Meet Their Needs. Mid-Career Change Project. Final Report of the Project.

California Univ., Berkeley.; California Univ., Davis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-557AH60019
Pub Date-Sep 78
Grant-G007604806
Note-333p.; For related documents see CE 025 226-228.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Access to Education, Adult Education, *Adults, *Career Change, Career Development, Career Planning, Case Studies, *Community Organizations, Community Resources, Community Services, Community Support, Demonstration Programs, *Educational Needs, Environmental Influences, *Individual Characteristics, Postsecondary Education, *Retraining

A three-year project was conducted to study mid-career changes and the educational and training needs of these adults. Two key elements of social and economic development were studied: (1) mid-career students, including their characteristics, goals, and education/training needs; and (2) the environments for learning and retraining created by community-level organizations. (Mid-career students were defined as those who had interrupted or terminated their formal education, had been employed or otherwise occupied for at least five years, and were now reentering some form of formal education or training.) The mid-career student data was gathered by means of comprehensive questionnaires completed by 1,042 mid-career students enrolled in multi-institutional education and training programs in seven widely separated communities in the United States. The community-level organizations were studied in visits to each community by the project team, who interviewed community leaders, educators, local and state education policy makers, and students. Based on the findings, a set of alternative models or ideal'' types of community organization was constructed, and a list of basic elements of community support services was developed for use as a checklist to evaluate the probable effectiveness of existing or proposed community organizations. (BM)

ED 187 948 CE 025 668

McGough, Robert And Others

Regional Workshops on CETA/Educational Linkages.

Governor's Employment and Training Council, Richmond, Va.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date-Sep 79

Note-63p.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agency Cooperation, *Articulation (Education), *Community Colleges, *Educational Cooperation, Educational Planning, Federal Programs, *Proprietary Schools, *School Districts, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Virginia

This document presents a summary of the proceedings of five regional workshops in Virginia which focused on planning for future involvement and linkages, as well as giving an orientation to the capabilities and operational philosophies of both Comprehensive Employment and Training Act (CETA) programs and educational organizations. Following presentation of workshop rationale and overview, the first section focuses on the development of linkages between proprietary schools and community based organizations and CETA agencies. Among the issues identified are that CETA agencies do not have a clear understanding as to the types of programs and services that proprietary schools can offer. Section 2 presents issues, strategies, and recommendations for the development of linkages between community colleges and CETA agencies. A major issue discussed is the lack of apparent stability associated with CETA funds which make long range planning at community colleges difficult. A final section focuses on CETA's relationship with local education agencies. Among the concerns identified in this section are (1) negative CETA publicity, (2) differing fiscal years, (3) CETA philosophy of being concerned only with economically unemployed, and (4) CETA emphasis on short term skill training. Appended is a list of workshop participants and a summary evaluation. (LRA)

ED 187 992 CE 025 775

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-36p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Photography, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This teaching unit, Introduction to Photography, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Communications and Media Occupations Career Cluster, these nine lessons review the types of photography work available, discuss the photographer/consumer relationship and give education and training needed by a person to enter this career. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 206 CS 205 632

Garrison, Bruce

The Electronic Gatekeeper: Editing on the Copy Desk of a Metropolitan Newspaper.

Pub Date-May 80

Note-28p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, Communications, Display Systems, *Editing, *Electronic Equipment, *Journalism, Mass Media, *Media Research, News Media, *Newspapers

An investigation was made of the impact of the visual display terminal (VDT) on the gatekeeping'' function of the newspaper editorial staff, in which editors selectively evaluate stories for publication. The VDT is a computerized device that displays copy on a screen and provides for highly flexible alteration of copy. Six hours of field observation of copy editors on duty was conducted and extensive notes were kept on a minute-by-minute basis. Content analysis of editing changes of four selected wire stories was performed. The results of the study were as follows: the editing system did not substantially interfere with gatekeeping performed at the newspaper; very little actual gatekeeping was done using the VDT, as most evaluation of stories was done using paper copy; and the combination of several wire stories into one story, copy editing, and headline writing were the major tasks performed on the VDT. (Extensive observation notes are included.) (DF)

ED 188 228 CS 205 657

Mander, Mary S.

Pen and Sword: Reporting the Spanish American War.

Pub Date-Aug 80
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*History, *Journalism, *Newspapers, *News Reporting, *Popular Culture, Press Opinion, *United States History
Identifiers-*Spanish American War

Documents about the conditions and problems faced by the reporters of the Spanish-American War show that this war was particularly difficult to report, and that a historical misconception exists about journalism of the 1890s. Efforts to understand the reportage of the late nineteenth century in the United States are complicated by what has been written about the Spanish-American War itself. Since most historians dealt with the conflict after World War I, the war with Spain paled in comparison and was not handled with the seriousness or depth of perception it deserved. Some historians of journalism have been especially narrow minded and arrogant in their assessment of this historical period, reflecting the attitudes that the so-called upper classes of the nineteenth century United States had about the middle and working classes. Facts have been presented to divest the war correspondent of stereotypical traits and to document the problems involved in covering the Cuban uprising. Part of the misconceived stereotyping of the press is due in part to misunderstandings and misinterpretations of the terms romantic'' war reporter on display'' the tendency of reporters to arrange themselves in eye-catching backdrops of battle scenes for journalistic merchandising. What must be realized is that the romantic'' news report of the 1890s was meant to be much like romance literature, demonstrating clearly the accepted values of the American community in real life adventures. (RL)

ED 188 273 CS 502 963

Macklin, Thomas

Interpersonal Communication Behaviors and Self-Actualizing Values: A Conceptual Framework.

Pub Date-79
Note-35p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Humanism, Individual Development, *Interpersonal Competence, *Self Actualization, Self Concept, *Speech Communication
Identifiers-Maslow (Abraham), Rogers (Carl)

This report addresses the relationship between self-actualizing values and interpersonal communication behaviors. After a discussion of behavioristic and humanistic frameworks for social science research, the paper explains Abraham Maslow's and Carl Roger's concepts of self-actualization as the tendency toward completing and perfecting one's capacities. Five self-actualizing values are noted, including valuing, feeling, self-perception, synergistic awareness, and interpersonal sensitivity; these are then related to five interpersonal communication behaviors: expressiveness, self-disclosure, empathic understanding, validation, and metacommunication. Research is cited to show that interpersonal communication behaviors vary as a function of one's degree of self-actualization: self-actualizing individuals tend to exhibit increased understanding, congruent and more expressive communication, and unique and creative communication. (DF)

ED 188 366 EC 124 139

Project RUN: Handicapped Children's Early Education Program. Final Report, September 1, 1976 to August 31, 1979.

North Mississippi Retardation Center, Oxford.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007605901
Note-174p.; Print is marginal and may not reproduce well.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Demonstration Programs, Early Childhood Education, Educational Therapy, Identification, *Multiple Disabilities, Parent Education, Program Descriptions, *Rural Education, Student Evaluation
Identifiers-*Project RUN

The final report describes Project RUN, funded by the Handicapped Children's Early Education Program to develop a model demonstration program for multiply handicapped children from birth to 8 years or functioning below fourth grade level in a low income rural area. Objectives and accomplishments are reported for the following program components: services to children (to identify preschool age multiply handicapped children, to integrate children from two types of settings, to provide an intensive educational therapeutic program, to provide comprehensive assessments, and to develop individualized program plans); services to parents and surrogate parents (to offer parents training and to train attendent staff in techniques for use with institutionalized children); demonstrations; dissemination; training; coordination strategies; advisory council; staff development; and evaluation. Appendixes, which make up the bulk of the document, include tables on enrollment data; sample forms for an example student; demonstration data; newspaper clippings and newsletters on the project; a report on project materials; a project onsite training schedule; correspondence with agencies, organizations, and doctors; and a summary of parent responses to the program. (SBH)

ED 188 414 EC 124 374

Larsen, Nancy J.

Teachers and Occupational Therapists: A Partnership for Children with Special Needs (Severely and Profoundly Retarded and Impaired).

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-77).

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Interdisciplinary Approach, *Occupational Therapy, *Severe Disabilities, Severe Mental Retardation, Special Education Teachers

A cooperative partnership between the special education teacher and the occupational therapist (O.T.) is needed to serve the needs of the severely and profoundly retarded or otherwise severely handicapped. Child Find Programs are finding students in the 12 to 21 year age group who have never received any educational services but who may have higher potential than their lack of skills suggests. In a program geared toward normalization, the O.T. can help the child develop and maintain adequate posture, improve movement skills, and provide learning experiences. A recent Virginia survey indicated that teachers want more O.T. help with their students beyond the usual feeding and assistance with adaptive equipment. (DB)

Cooper, Merri-ann And Others

Introduction of Women into Work Groups in Traditionally Male Career Fields: Annotated Bibliography.

Advanced Research Resources Organization, Bethesda, Md.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Pub Date-Jun 80
Contract-F33615-79-C-0007
Note-31p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, Entry Workers, *Females, Methods, *Military Personnel, Motivation, *Nontraditional Occupations, Performance, Problems, Sex Bias, *Sex Discrimination, Training, *Work Attitudes, Work Environment

This 114-item annotated bibliography identifies prior research relevant to the individal, group, and organizational factors involved in the introduction of women into work groups in traditionally male career fields. Most of the literature discovered in the search is concerned with identifying rather than alleviating problems that women experience in non-traditional careers. Arranged alphabetically by author, each entry includes bibliographical information and a paragraph describing the contents of the document. Nearly half of the citations were published after 1976. (MEK)

ED 188 033 CG 014 402

Mitchell, Christina And Others
Behavioral Measure for Selection of Nonprofessional Counselors.
Michigan State Univ., East Lansing.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-79
Grant-MH29160
Note-33p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Behavior Rating Scales, Counseling Services, *Environmental Influences, *Evaluation Criteria, *Paraprofessional Personnel, *Predictor Variables, *Selection, *Situational Tests, Success, Test Reliability

Selection of workers for counseling programs is a process which occurs everywhere, but little research has been done on this issue. Traditional methods of selection self-selection, interviews and/or recommendations and psychological testing have fallen short on issues of reliability and validity. A behavioral measure which placed paraprofessional applicants in situations with members of the target population (juvenile delinquents) was created and tested. Scores generated from this measure, as well as scores from a personality measure, evaluations of skills by peers and and supervisors and scores from process measures were examined in two ways. First, using solely pre-measures as a potential selection battery, only the adolescent's rating of the judgmentalness of the counselor emerged as a predictor of successful outcome with an assigned client. Second, all measures were used in attempting to profile a successful'' volunteer. Only two variables significantly predicted success, i.e., the adolescent's rating of judgmentalness and the amount of time the counselor spent trying to change the youth within his/her family. (Author)

ED 188 161 CS 005 530

Jund, Suzanne, Ed.
Theme: Reading and the Language Arts.
Wisconsin State Reading Association, West Allis.
Pub Date-May 80
Note-79p.
Journal Cit-Wisconsin State Reading Association Journal; v24, n4 May 1980
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Characterization, Elementary Secondary Education, Language Acquisition, *Language Arts, *Literature Appreciation, Parent Attitudes, Parent Participation, Psycholinguistics, Reading Difficulties, *Reading Instruction, Reading Readiness, *Reading Research, State Legislation, *Teaching Methods
Identifiers-Wisconsin

The seven articles in this journal issue deal with various aspects of reading instruction. The articles discuss the following topics: (1) results of a study conducted to gain information helpful to reading specialists and school administrators in implementing new Wisconsin state reading requirements; (2) the use of creative, reading-based language arts projects with poor readers; (3) use of the PQRST (preview, question, read, summarize, and test) method in helping students study novels; (4) a method for helping students understand literary characters; (5) results of a survey to determine parents' level of confidence in their local elementary school's ability to successfully teach their children to read; (6) contributions and faults of the psycholinguistic approach to reading; and (7) methods to help teachers assess children's reading readiness. Regular journal features provide an update on research on language development and reading, suggestions for a puppetry activity and for ways parents can participate in their children's reading, and discussions of political issues in education and of conflicting philosophical positions regarding learning processes. (GT)

ED 188 184 CS 205 607

Kelly, Kathleen A.

Decentering and Identification: Making Argument the Core of the Composition Course.

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Essays, *Expository Writing, Higher Education, Identification (Psychology), *Persuasive Discourse, *Sequential Approach, Student Attitudes, Student Interests, *Teaching Methods, *Writing (Composition), *Writing Instruction

A writing course structured on the principle that personal experience essays should be written as arguments that draw out a conflict or opposing view can help student writers avoid producing prose that is either too abstract or too concrete. Students can be taught to approach the personal essay as a special type of argument on a particular controversy to a significant audience. First emphasizing the importance of audience, defined as the specific opinion, attitude, or ignorance that a piece of prose attempts to affect or change, and then leading students to see what they have learned or how their attitudes have changed about a subject, composition teachers can help students define their own previous attitudes as the audience for their arguments. A course designed around a sequence of assignments dealing with conflict progressively more external to the student might be managed in three phases: first, papers based on personal experience from which the student learned something significant; second, papers arguing with someone the student knows personally; and finally, papers based on readings in which the student argues with an unknown other, a professional writer or essayist. Such a course should enable students to make the connection between their own private experiences and issues significant to the society outside their private world. (AEA)

ED 188 297 EA 012 732

Calvin, Virginia Brown
The Superintendent Internship Program. A Monograph.
Indiana Univ., South Bend. School of Education.
Pub Date-Jun 79
Note-28p.; A Post-Doctoral Study.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Internship Programs,
Program Descriptions, School Visitation, *Superintendents
Identifiers-*Indiana

The purpose of undertaking an administrative internship in the state of Indiana is to satisfy certification requirements for obtaining a superintendent's license. This paper discusses the one-year internship program in Indiana, beginning with a review of the month-by-month timeline of internship activities. Next, the paper lists 20 suggested activities for a superintendent intern to undertake. Also discussed are visits to administrative departments in other schools. The appendix provides information on applying for a sabbatical leave. (Author/LD)

ED 188 342 EA 012 799

Price, Lynn, Ed.

An Interim Report on the Statewide Assessment of Incidents of Violence, Vandalism and Drug Abuse in the Public School, September 1, 1979 to November 30, 1979.

New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.
Pub Date-Apr 80
Note-64p.; Appendices may not reproduce clearly.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Drug Abuse, Elementary Secondary Education, School Districts, *School Vandalism, Statistical Data, *Student Behavior, Tables (Data), *Violence
Identifiers-*New Jersey

This report is a preliminary review of violence, vandalism, and drug abuse data submitted to the New Jersey Department of Education by its school districts. The purpose of the report is to present an empirical data base on crime and disruption in the schools that was previously unavailable, and to provide information to assist the department in identifying areas of critical need and targeting programs and resources to meet those needs. To assess the quality and quantity of data reported to the department between April 1, 1979 and June 30, 1979, all incident report forms were keypunched and computer analyzed. The incidents are reported here in numerous tables that describe location, time, type of incident, and the age and sex of perpetrators and victims. The tables also report injuries resulting from such incidents, and what actions were taken in response to the incidents. Included in the tables are vandalism costs and an incident index based on enrollment by community type and district socioeconomic status. (Author/LD)

ED 188 119 CS 005 467

Simner, Marvin L.

Role of the Mirror-Image Counterpart in Producing Reversals When Children Print.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Error Analysis (Language), Error Patterns, Grade 1, *Language Processing, *Language Research, Letters (Alphabet), *Linguistic Difficulty (Inherent), *Manuscript Writing (Handlettering), Primary Education, *Visual Perception

The reversal errors in the printing of 51 first grade students were examined. These children were asked to print a series of reversible target figures (letters and numbers, such as 2-s, p-q, p-9, and b-d) that were presented alone and with their mirror-image counterparts. To control for the possibility that the mere presence of another figure might be sufficient to produce an error, the targets were also presented with nonmirror-image figures. Although more reversals occurred when the target was printed with another figure than when it was printed alone, the nature of the other figure had no bearing on the number of reversals produced. Correct reproductions occurred far more often than reversals, even when the target was printed with its mirror-image counterpart. Focusing the child's attention on both the reversible target and its counterpart without emphasizing their orientation differences led to a reduction in reversal errors. Taken collectively, these findings opposed the widely held belief that printing reversals stemmed from interference produced by conflicting left-right orientation cues associated with the reversible figures. Apparently, differences in reversible figures do not need to be underscored to prevent interference. (Author/RL)

ED 188 140 CS 005 506

Askov, Eunice N. Dupuis, Mary M.

Impact of Content Area Reading Inservice Education on Teachers: A Follow-up Study Conducted One Year Later.

Pub Date-May 80
Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, *Inservice Teacher Education, Junior High Schools, *Knowledge Level, *Program Effectiveness, *Reading Research, Secondary School Teachers, *Teacher Attitudes, Teacher Improvement

Junior high school teachers (at three Pennsylvania schools urban, suburban, and rural) who were voluntarily involved in a year-long inservice education program on content area reading instruction during 1976-77 were tested one year later after no intervention to see if significant gains made during the workshop year were retained. Posttest scores obtained in May 1977 after the experimental treatment were compared to follow-up posttest scores obtained in May 1978 after no intervention. No significant gains or losses occurred during the nonintervention year in measures of teachers' attitudes toward teaching reading in the content areas and their knowledge of reading skills. The results show that inservice education can make a difference in bringing about lasting changes in teachers' attitudes and knowledge of reading skills. (Author/JM)

ED 188 251 CS 502 929

McCauliff, Mary Lou Askew, Ken E., Jr.
Availability Data and Recruitability Factors for Academic Units Within Communications and Fine Arts.
Southern Illinois Univ., Carbondale.
Pub Date-Oct 79
Note-249p.; Not available in paper copy due to small print.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affirmative Action, *Educational Research, Employment Opportunities, Equal Opportunities (Jobs), Faculty Recruitment, *Females, *Fine Arts, Higher Education, *Minority Groups, *Speech Communication, Teacher Integration

This report presents information drawn from a two-part study undertaken by the College of Communications and Fine Arts at Southern Illinois University (Carbondale) as part of that university's affirmative action efforts with regard to recruiting and hiring minority group members and females. The first chapter of the report presents the background of the study, its rationale, and its objectives. The second chapter discusses each of the two phases of the study. (The first phase concerned the gathering of availability data to be used in generating affirmative action goals for the eight academic areas within the College and for similar areas at other universities; the second phase sought to determine what percentage of females and minorities identified in Phase One were recruitable.'') The third chapter presents an analysis of Phase One results for the areas of art, music, radio and television, theatre, speech pathology and audiology, speech communication, cinema, photography, and journalism and Phase Two results for the areas of music, radio and television, theatre, speech pathology and audiology, speech communication, cinema, and journalism. The fourth chapter offers conclusions. Seven appendixes provide lists of graduate program directories, of programs offering degrees required for faculty employment in the College of Communications and Fine Arts, and of professional organization membership directories, as well as copies of forms used in each phase of the study. (FL)

ED 188 320 EA 012 771

Pierce, Lawrence C.

School Based Management. OSSC Bulletin Vol. 23, No. 10.

Oregon School Study Council, Eugene.

Pub Date-Jun 80

Note-56p.

Available from-Oregon School Study Council, University of Oregon, Eugene, OR 97403 ($2.00; $1.50 if prepaid; discount of 10% for 10 or more copies)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrative Organization, Administrator Role, Community Role, *Decentralization, Educational Change, Elementary Secondary Education, Parent Role, State School District Relationship, Teacher Role

School-based management is an educational reform intended to reverse the trend toward increasing centralization of school administration. Though it has been claimed that centralization increases financial and educational equity, aids efficiency, and eases administration, examination of these claims reveals them to be based too often on incomplete, inappropriate, or idealistic assumptions. Proponents of school-based management argue that many decisions affecting personnel, curriculum, and the use of resources should be decided at the school level by the people who are most aware of the local needs. Implementation of school-based management requires redefinition of the roles of central office personnel, principals, teachers, parents, and other members of the community. Provision of choice in education is an important element in any plan. Considerations at the state level include the relevance of state requirements, the existence and condition of management information systems, the effects of funding, the revision of performance standards, and the encouragement of change. (Author/PGD)

Fox, Barbara

Secondary Special Education. Part I: The Stepping Stone Model''

Designed for Secondary Learning Disabled Students. Part II: Adapting Materials and Curriculum.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session M-5).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, *Learning Disabilities, *Mainstreaming, *Models, *Reading, Remedial Instruction, Secondary Education, Skill Development, Special Education
Identifiers-*Stepping Stone Model

The paper describes the Stepping Stone Model, a model for the remediation and mainstreaming of secondary learning disabled students and the adaptation of curriculum and materials for the model. The Stepping Stone Model is designed to establish the independence of students in the mainstream through content reading. Five areas of concern common to each of the five steps in the model are: teaching study skills, developing self concept, fostering responsibility and freedom of choice, providing for parent involvement, and preparing remediation curriculum and support materials for the regular classroom. The five steps range from the first level for educable and trainable mentally handicapped students 16 years or older (which focuses on vocational and functional skill development in a self contained classroom setting) to the fifth level at which the student is 100% mainstreamed. Steps in the writing of an adapted curriculum include needs assessment of the student, cooperation with the regular teacher as to the scope and sequence of the course content, and selection of materials at an appropriate reading level covering the necessary content. (PHR)

ED 187 856 CE 024 747

Finch, Alton V., Comp.

Career Education in Business Education: 1. Classroom Teachers Handbook.

National Business Education Association, Reston, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- Mar 80

Contract-300-78-0414

Note-198p.; Pages with small type will not reproduce well. For related documents see CE 024 748-750.

Available from-National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($9.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Business Education, Career Awareness, *Career Choice, *Career Education, Career Exploration, Decision Making, *Economics, Educational Games, Human Relations, Instructional Materials, Integrated Curriculum, Job Search Methods, Learning Activities, Lesson Plans, *Occupational Information, Postsecondary Education, Secondary Education, Self Concept, Teaching Guides, *Values Clarification, Work Attitudes

This handbook contains samples of instructional materials for teaching career education concepts in the business classroom lesson plans, factual information, games, and exercises. While many of the examples are in a form readily usable by students, other examples have been edited or condensed to fit the handbook format. All original sources are given in the table of contents and include mailing adresses for the materials. Unit I provides an introduction. Units II and III contain materials pertinent to (1) the philosophy, goals, and objectives of career education and (2) career education and the teaching/learning process. Instructional materials relating to career education concepts are found in Unit IV, which is divided into six sections: Occupational Information (including information of fifty-six business occupations), Job Getting and Maintaining, Career Decision Making, Values Self-Appraisal, Personal Traits Human Relationships, and Economic Awareness. Unit V is an annotated bibliography that describes both the

original sources of the materials and other sources of career education materials. Materials are classified as local, state, and national education agencies; annotated periodicals; other periodicals; theses; and commercial books and other curriculum materials. An appendix gives the mailing address for the state coordinators of career education. (YLB)

ED 187 912 CE 025 592

Project CHOICE. Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-35p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acting, *Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Theater Arts, Units of Study
Identifiers-Project CHOICE

This teaching unit, Actors and Actresses, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These eight lessons review some of the basic principles of acting and explore some possible career opportunities open to actors and actresses with appropriate skills and talents. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

Franchak, Stephen J. And Others

Specifications for Longitudinal Studies. Research and Development Series No. 191.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.-498NH90003

Pub Date-Jan 80

Contract-300-78-0032

Note-133p.; Example forms in the appendix will not reproduce well.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($6.75)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Data Analysis, Evaluation Methods, Guidelines, *Longitudinal Studies, Outcomes of Education, *Program Evaluation, *Research Methodology, Research Problems, *Vocational Education

This document is designed to provide an understanding of the major longitudinal issues and problems, a rationale for longitudinal studies, and the advantages and disadvantages of using longitudinal studies for evaluation and accountability purposes when applied to vocational education. Following an introductory chapter, chapter 2 presents a conceptual framework for longitudinal studies. The first section presents an overview of vocational education and develops the need for longitudinal studies of vocational education. The second section summarizes selected past and present longitudinal studies of vocational education. The third section examines basic concepts and issues of vocational education evaluation and accountability and their implications for longitudinal studies. The third chapter presents specifications for longitudinal studies of former vocational education students. Basic strategies and procedures enumerated include research procedure and design, longitudinal study designs, records and opinions, locating subjects and maintaining participation, data management analysis and statistical problems, and administration and management problems. The remainder of the publication includes a glossary, a bibliography, and an annotated bibliography of selected federal, state, and local longitudinal studies. (LRA)

ED 187 971 CE 025 754

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-19p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Architects, *Architecture, *Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on architecture occupations is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students appreciate the contribution which architects make to the appearance and functional effectiveness of the environment. The unit is one of five in the series on fine arts and humanities occupations and is also classified in the cluster of industrial and construction occupations. (For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

ED 188 055 CG 014 451

Doell, Susanne R. Hawkins, Raymond C.

Vulnerability to Stress Related Overeating: An Examination of the Frequency and Enjoyability of Pleasant Activities Experienced by College Students with Weight Concerns.

Pub Date- 79
Note-26p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adjustment (to Environment), *Body Weight, College Students, Coping, *Eating Habits, *Psychological Patterns, *Reinforcement, Self Control, *Social Behavior, *Stress Variables
Identifiers-*Overeating

Awareness and acknowledgement of stress-related overeating and loss of control tendencies may facilitate subsequent weight loss efforts, provided that alternative stress-coping resources are available to aid adjustment to major life changes. College students with weight concerns, particularly those susceptible to mood'' eating and binge episodes, may have a restricted range of activities which provide positive reinforcement. Overweight students in a behavioral weight-control program reported less enjoyment of pleasant activities than normal-weight classroom control subjects. Restrictive dieting tendencies were positively correlated with frequency/enjoyability ratings of socially-related pleasures, and negatively correlated with frequency/enjoyability ratings of non-social pleasures. There is an ambiguous relationship between the amount and variety of pleasurable activities and subsequent body weight fluctuations. (Author)

ED 188 076 CG 014 473

Paez, Adolfo L., Ed.

New Orleans: Public Attitudes About Crime. A National Crime Survey Report.

Bureau of the Census (DOC), Suitland, Md.

Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Report No.-NCJ-46242; SD-NCS-C-27

Pub Date- 77

Note-71p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Attitude Measures, *Community Attitudes, Community Surveys, *Crime, *Fear, Law Enforcement, National Surveys, News Media, Police Action, *Public Opinion, Research Projects, *Security (Psychology)

Identifiers-*Louisiana (New Orleans), *Victims

The National Crime Survey (NCS) program has conducted a continuous national survey and separate surveys in 26 central cities to study the impact of crime on American society. Attitudinal information obtained from a 1974 survey of occupants of 4,918 housing units (9,301 residents age 16 and over) in New Orleans reflects crime trends, fear of crime, residential problems, and local police performance. The victimization survey found that attitudes and behaviors were not greatly influenced by personal experience as a victim. Despite the apprehension of New Orleans residents, fear of crime was not a major reason for moving to or from a neighborhood nor was it an influence on shopping or entertainment activities. Most residents indicated: (1) fear for their own safety, especially women and older adults; (2) a recognition of crime as a serious national problem, and (3) a favorable evaluation of police performance. The appendices contain 37 data tables, the survey questionnaire, and information on sample design and size, estimation procedures, estimated reliabilities, and standard error. (NRB)

Terbovic, Melanie L.

Saliency: Key to the Relationship Between Self-Esteem and Performance.

Spons Agency-State Univ. of New York, Buffalo.
Pub Date- 76
Note-9p.; Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, *Attribution Theory, *Competence, Correlation, Evaluation, Failure, *Feedback, *Information Processing, *Performance, Responses, *Self Esteem, Success
Identifiers-*Saliency

This study investigates the effect of saliency on the relationships between self-esteem and performance, competency and reactions to feedback. Subjects (N 146) preselected for social or academic orientation engaged in either a social or academic task and were given randomized success or failure feedback concerning their performance. Subjects rated their mood, self-esteem, accuracy of feedback, and attributions about their performance. The relationship between self-esteem and perceived competency was stronger in the more salient area. Additionally, affected cognitive (attributions and assessments) but not affective (mood and self-esteem) reactions to feedback. Subjects attributed failure externally and success internally to a greater extent in their more salient area, and rated the accuracy of feedback higher when given failure feedback in their less salient area, suggesting a consistency model of self-esteem wherein an individual processes specific incoming information in a manner which maintains his level of self-esteem. These results have implications for how information about the self is processed. (Author/NRB)

Fowler, Robert J.
An Analysis of the Composing Processes of Three Black Adolescents.
Pub Date-79
Note-42p.; Research prepared at the University of Pittsburgh.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Dialects, *Black Students, Case Studies, Code Switching (Language), Cognitive Processes, Comparative Analysis, Correlation, Females, *Nonstandard Dialects, Observation, Research, Secondary Education, *Writing (Composition), Writing Instruction, Writing Skills
Identifiers-*Composition Process, *Writing Research

The study described in this paper was designed to compare the composing processes of three black adolescent females a low, a moderate, and a high user of nonstandard dialect. After explaining the procedures used in selecting the subjects on the basis of their degree of usage of nonstandard dialect features, the paper describes the research procedures, which included interviews with the subjects about their composing behaviors and observation of their behaviors in writing three modes of discourse transactional, poetic, and expressive using both the talk/write process (composing aloud) and the nontalk/write process (composing silently). A summary of the high dialect user's composing processes is presented, and discussions are offered regarding observed differences and similarities in the students' writing behaviors, observed differences in composing processes for the three modes of discourse examined, and differences between the talk/write and nontalk/write processes. Among the results reported are that the low dialect user needed the least amount of time to write the greatest number of words, and made the fewest pauses and the fewest translations from nonstandard to standard English, while the high dialect user used the greatest amount of time to write the fewest words, and made the most pauses and the most translations from nonstandard to standard English. The paper concludes by discussing implications of the study for teaching and research. (GT)

ED 188 274 CS 502 964

Ceulemans, Mieke Fauconnier, Guido

Mass Media: The Image, Role, and Social Conditions of Women. No. 84.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-78p.

Available from-UNIPUB, 345 Park Ave. South, New York, NY 10010

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Advertising, Broadcast Industry, *Females, Feminism, Films, *Mass Media, *Media Research, News Media, Newspapers, Periodicals, Public Opinion, Publishing Industry, Radio, Research Needs, *Sex Role, *Sex Stereotypes, Social Influences, Sociocultural Patterns, Television

A UNESCO-sponsored study was conducted to systematize, analyze, and evaluate the research about the interrelationships between mass media and the status of women on the basis of currently available international literature. The study sought to determine which aspects of women's media roles have been frequently researched, on which continents and in which countries concern is shown, what major conclusions may be drawn from the evidence, and what research and policy implications emerge. The study examined the images of women in advertising, radio, television, film, newspapers, and women's magazines, and the professional status of women in the advertising and film industries, in broadcasting, and in newspaper and magazine publishing. It was concluded that media images define women within the confines of traditional domestic roles and sexual-appeal constraints, insufficiently counteracted by alternative portrayals. In addition, women are underrepresented in status and power positions in the media. (DF)

ED 188 298 EA 012 737

Hopeman, Alan R.

Problems and Alternatives in Capital Financing for Minnesota Elementary and Secondary Schools.

Minnesota House of Representatives, St. Paul.

Pub Date-Dec 79

Note-48p.; Tables may not reproduce clearly due to small print.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Capital Outlay (for Fixed Assets), Educational Facilities, Educational Finance, Elementary Secondary Education, Equal Education, Equal Facilities, Equalization Aid, Financial Policy, Fiscal Capacity, Government Role, State Aid, *State Programs, Tax Effort

Identifiers-Florida, Illinois, Maryland, Massachusetts, *Minnesota, New Jersey, New York, Utah, Wyoming

The primary sources of capital funds in Minnesota are the local capital expenditure levy and school district bond sales. The state provides assistance to low-wealth districts by providing a capital expenditure equalization aid program and two types of loans under the Maximum Effort School Aid Law. It has been argued that the concepts of equal education and fiscal neutrality apply as much to facilities as to current operating costs. In Minnesota, tax rates related to capital expenditures vary among districts. Also varying are available revenue and debt capacity. State programs as currently formulated offer little to offset the disparities. The adequacy of Minnesota's educational facilities has not been well enough determined for an assessment to be made of the effects of state funding on achievement of adequacy. In determining whether and how to change Minnesota's capital financing policies, legislators must consider state goals, the state's facility needs, how those needs should be assessed and met, and the advantages and disadvantages of greater state involvement in capital financing. A brief discussion of programs in eight other states is included in the document for comparison. (Author/PGD)

ED 188 367 EC 124 167

Jordan, June B., Ed. And Others

Disruptive Youth in School: A Report from the CEC Invisible College Conference on Education's Responsibility for Disruptive, Alienated, and Incarcerated Youth.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-400-76-0119

Note-184p.

Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 ($12.95)

Pub Type- Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adolescents, *Behavior Problems, Bilingual Education, Child Advocacy, Criminals, *Delinquency, Delinquent Rehabilitation, Multicultural Education, Nontraditional Education, Residential Programs, *School Community Relationship, *School Role, Secondary Education, Sex Differences, Social Adjustment, *Special Education, Teacher Role

Thirteen author contributed papers are presented from a 1979 conference on disruptive, alienated, and incarcerated youth. Presenters represented fields of education, social work, public policy, and psychology. Included are the following titles and authors: Juvenile Justice: Where We Have Been and Are Today'' (R. Sarri); Youth as a National Resource'' (L. Dye); Education for Self Reliance'' (J. Johnson); Community and School Partnership: Youth Rights and the Role of Advocates'' (M. Beyer); Effects of Gender on the Differential Development of Adolescent Boys and Girls'' (V. Gold); Basic, Vocational, and Special Education: Whose Responsibility?'' (G. Meers); Secondary Special Education: A Case of Benign Neglect'' (D. Sabatino); From the Desk of the Principal: Perspectives on a School Based Community Treatment Program for Disruptive Youth'' (E. Rothman); The Teachers Hot Line: Teachers Helping Teachers'' (E. Rothman); Bilingual Bicultural Education: The Right to a Free and Appropriate Education'' (A. Benavides); Alternative Residential Programs'' (R. Sarri); The Family and Education: New Directions for Promoting Healthy Social Interactions'' (H. Clark et al.); and Project Success'' (F. Glassford). (CL)

ED 188 415 EC 124 375

McMurray, J. G.

Learning Disabled Adolescents: Perspectives from Canadian Principals.

Spons Agency-University of Western Ontario, London.

Pub Date-Apr 80

Grant-1499E15000

Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-90).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *Adolescents, Educational Methods, Elementary Secondary Education, Foreign Countries, *Learning Disabilities, *Principals

Identifiers-*Canada

The paper examines educational issues of older learning disabled (LD) students in Canada in light of responses by 165 principals. Among findings were that 71% of the secondary and 87% of the elementary schools had LD programs; that 70% of the secondary and 55% of the elementary schools did not have inservice programs to acquaint teachers with LD needs; that the most important diagnostic variables were written language skills at the secondary level and oral language skills at the elementary level; that nearly half of both groups agreed that the definition of LD was a major concern; that both groups doubted the adequacy of special teachers and consultants in their schools; and that secondary principals were nearly unanimous in agreeing that basic vocational skills are more central than maximum mainstreaming in LD programs. (CL)

ED 187 839 CE 016 830

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part L. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-87p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, *Cleaning, *Communication Skills, Competency Based Education, Cooks, *Cosmetologists, Employment Potential, Employment Qualifications, Evaluation Criteria, *Food Service Workers, Job Performance, Job Skills, *Mathematics, *Occupational Information, Reading Skills, Service Workers
Identifiers-Adult Competency Education Project, California (San Mateo County), *Ticket Agents

This ninth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Maid, Ticket Agent, Cosmetologist, Counterperson, Cook's Helper, and Kitchen Helper. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 874 CE 025 228

Regan, Mary C. And Others

Mid-Career Change: Life and Work Transitions and Reentry into Education.

California Univ., Berkeley.; California Univ., Davis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-557AH60019
Pub Date-80
Grant-G007604806
Note-49p.; For related documents see CE 025 226-227.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Adult Education, *Adults, Attitudes, *Career Change, Career Development, *Career Planning, *Change, Educational Needs, *Environmental Influences, *Individual Characteristics, Postsecondary Education, Retraining

This document is one of two monographs produced by a three-year project designed to study mid-career changes and the educational and training needs of these adults. A companion monograph, CE 025 226, discusses support systems organized at the local level to serve the mid-career adult student. Divided into four chapters, this document describes the characteristics of mid-career adult students in terms of their previous education and work experiences, their present and proposed life and work transitions, their goals and ambitions, and their experiences in planning personal programs to help them accomplish their objectives. Chapter 1 discusses the research base and purposes of the mid-career change study. Chapter 2 describes the environments of change based on the responses of over one thousand adult students who were surveyed in the study. Chapter 3 discusses the characteristics of the mid-career-change adult student. The final chapter summarizes the findings of the survey under the following topics: planning for career change; attitudes about career change; ages and life-work transitions; and career goals and directions of change. (For a full project report of the three-year study, see CE 025 227.) (BM)

ED 187 893 CE 025 545

Lynch, Maureen V.

Summary of Results and Handbook of Ideas to Reduce Sex Stereotyping in Vocational Education and Students' Career Choices.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

Spons Agency-Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date-Jun 79

Note-194p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Attitude Measures, *Career Awareness, *Career Choice, Career Planning, Learning Activities, Middle Schools, *Nontraditional Occupations, Parent Attitudes, Questionnaires, Secondary Education, Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, Student Attitudes, Surveys, Teacher Attitudes, *Teaching Methods, Vocational Education

Identifiers-Project OPTION

This final report of Project OPTION (Opening People to Increasing Opportunities Now) is also a handbook including methods used in the project and suitable for replication. The first section outlines the design of the project, whose goals were to reduce the influence of sex-role stereotyping on students' career choices, increase awareness of negative consequences of sex bias, and promote sex-fair and sex-affirmative teaching strategies and programs. In the next section results of three surveys of attitudes and career/life plans are presented: initial survey of middle school students; attitudes-toward-sex-roles survey of eighth-grade students, their parents, and teachers; and comparison of traditional and non-traditional students toward sex roles and life and career plans. The third section presents strategies for reducing sex-role stereotyping and increasing awareness of career options activities for middle school students, inservice teacher training models, strategies for counselors, strategies for administrators, involving parents, involving employers and community groups, suggested activities for high school students, and publicity strategies. The fourth section contains a step-by-step account of how to set up a resource center. Enrollment statistics and results of a final questionnaire are then presented. Final sections include planned followup activities and conclusions. Sample project materials and surveys are appended. (YLB)

ED 187 949 CE 025 669

Trapnell, Gail

An Orientation to CETA and Vocational Education. A Resource Manual Designed to Create an Awareness of the Opportunities for Developing Effective Linkages.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date-79

Note-244p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Articulation (Education), Cooperative Planning, *Coordination, *Educational Cooperation, Federal Programs, Relationship, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, United States, Virginia

This resource manual is designed to provide an orientation to the Comprehensive Employment and Training Act and vocational education and to create an awareness of the opportunities for developing effective linkages that will be beneficial to both CETA prime sponsors and local education agencies. The first of three major sections contains overviews of CETA and vocational education. In addition to defining CETA and vocational education, a legislative summary and descriptions of the clients served are presented. The second major section of the guide contrasts planning in CETA and vocational education. A final section describes program implementation and evaluation procedures in CETA and vocational education, and specifically, reviews the funding process, special requirements and restrictions, monitoring procedures, reporting procedures, and evaluation and follow-up procedures. (LRA)

ED 187 993 CE 025 776

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-45p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885, 893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Radio, Teaching Guides, *Television, Units of Study
Identifiers-Project CHOICE

This teaching unit, Introduction to Radio and T.V. Occupations, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Communication and Media Occupations Career Cluster, these eight lessons discuss the major divisions of jobs in radio and T.V. production, relate personality traits and educational requirements to specific jobs and identify job opportunities in the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 013 CE 025 870

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-41p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Public Service Occupations, *School Administration, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on jobs at school is part of the Public Service Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains eight lessons designed to make the child aware of the effort involved in operating a school. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 034 CG 014 413

Borges, Marilyn A. And Others

Instructor and Student Perceptions of College Students of Differing Ages.

Pub Date-80

Note-38p.; Paper presented at the Annual Convention of American Psychological Association (88th, Montreal, Canada, September 1-4, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences, Analysis of Variance, College Faculty, College Students, Higher Education, Informal Assessment, Peer Evaluation, *Perception, *Self Esteem, Self Evaluation (Individuals), *Student Attitudes, *Student Evaluation, *Teacher Attitudes

Identifiers-*Judgmental Processes

Attitudes held by students and instructors toward students of differing ages were investigated. The respondents were 32 undergraduates in each of four age-groupings (to 19, 20-24, 25-35, 35 years of age) and 32 college instructors. All respondents rated four student age-groups (to 19, 20-24, 25-35, 35 years of age) on eight variables: concern for grades, study time, exam scores, contributions to class discussion, class attendance, interaction with instructors, interaction with peers, and student group preferred. Students also gave their projections of their teachers' ratings. Results from analyses of variance for each of the eight variables showed that both students' and instructors' judgments differed depending on the age of student judged. On the first six of the listed measures, the two older groups of students underestimated their instructors' ratings of themselves. These results, together with the finding that only 35 year-olds projected that their instructors would rate them as among the least-preferred students, suggest indications of the older students' negative school self-esteem. (Author)

ED 188 141 CS 005 507

Fitzgerald, Thomas P. Fleming, James T.

Test-Wiseness in Competency Testing Programs.

Pub Date-Mar 80
Note-15p.; Paper presented at the Annual Meeting of the International Reading Association Eastern Regional Conference (3rd, Niagara Falls, NY, March 27-29, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Intermediate Grades, *Language Patterns, *Minimum Competency Testing, *Reading Research, *Reading Tests, Syntax, *Test Construction, Test Items, *Test Wiseness, Vocabulary

In a study concerned with the function of test wiseness in competency testing and with the impact of question stem structure within a reading competency test, 43 fourth grade students and 38 sixth grade students were administered one form each of the experimental material. This material consisted of ten questions presented in the stylized language pattern of the original format (drawn from the Basic Competency Test in reading 1975) and ten questions recast by changing the vocabulary, the syntax, or both. Data were analyzed by total score, stylized question stems, and altered question stems for grade, reading, and performance levels. Results showed that (1) sixth grade students recorded higher total scores, (2) fourth grade students achieved higher scores with the altered (less formal) stems, and (3) questions reflecting syntactic restructuring resulted in the highest percentage of correct responses when compared to vocabulary changes or a combination of alterations. Data indicate that care should be taken when structuring test items to assure direct and clear syntactic arrangement of question stems, and that students will score according to their ability when question stems more closely parrallel their own language patterns. (JM)

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1980 (Vol. 40 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-80
Note-16p.; Pages may be marginally legible.
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Annotated Bibliographies, College Freshmen, Content Area Reading, *Doctoral Dissertations, Higher Education, Job Performance, Older Adults, Postsecondary Education, Readability, *Reading Achievement, *Reading Instruction, *Reading Interests, Reading Programs, *Reading Research, *Study Skills, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. Among the topics dealt with in the 22 titles are the following: (1) the influence on reading ability and behavior of instructional objectives, the answering of self-generated questions, writing in the expressive mode, instruction in critical reading skills, and levels of cognitive development; (2) reading and study skills programs in Alabama's state-supported two-year and four-year colleges; (3) college students' reading ability and the readability of their textbooks in relation to each other and as predictors of academic achievement; (4) the reading interests of elementary classroom teachers, adult new readers, and older adults; (5) relationships between reading ability and degree of self-actualization in prospective teachers; (6) computer-based instructional management versus individually prescribed reading instruction for community college students; (7) reading achievement and readability of job-oriented materials in relation to job performance; (8) programs in remedial study skills training for college freshmen and in effective reading for professional adults; and (9) instructional methods to facilitate the prose learning of college students. (GT)

ED 188 229 CS 205 658

Poll, Dwayne C.
Simulation and the Curriculum.
Pub Date- 73
Note-12p.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Games, Elementary Secondary Education, Instructional Materials, *Learning Activities, *Simulation, Teaching Guides, Teaching Methods

This paper is intended as a guide for the use and development of simulation games in the classroom. To justify the use of such games at a time when the public is demanding a return to the basics,'' the paper cites 30 ways in which simulations can contribute to student learning, including the following: (1) simulations help to motivate students; (2) they help students understand the relationships among economic, cultural, historical, political, social, and interpersonal factors that form the social system; (3) they permit the student to practice making real-life decisions without suffering the direct consequences of wrong decisions; (4) they place the responsibility for learning on the student, not the teacher; (5) they help develop a student's problem solving abilities; (6) they require critical thinking, not just rote memorization; (7) they bridge the gap among the various reading levels in a classroom; (8) they encourage student-to-student verbal interaction; (9) they convey cause and effect relationships; and (10) they teach the student the form and content of the model being used. The paper then provides seven steps for use by teachers who wish to create their own simulation activities. An appendix contains a list of sources for commercially produced simulation games. (FL)

ED 188 185 CS 205 608

Flemming, Donald N.

Structural and Transformational Grammar: Performance and Competence.

Pub Date-Mar 80
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College English, Higher Education, *Linguistic Theory, *Structural Grammar, *Teaching Methods, *Transformational Generative Grammar, *Writing (Composition), *Writing Instruction, Written Language

Modern linguistic theory offers two main contributions to the improvement of writing: readability and appropriateness. Readability can be developed by improving the correctness of forms used and achieved by carrying out an error analysis on the student's writing to provide insights into errors and clause structure. Linguists have determined that errors may be grouped in two broad classes: mistakes, breakdowns in performance not attributable to competence deficiencies; and defects in competence, correctable by means of a learning program. Students should be helped toward the achievement of syntactic maturity,'' exhibiting a wide variety of stylistic devices. Appropriateness, or good style, arises out of a careful consideration of subject, purpose, and audience. Student writing behavior is best changed when passive knowledge, or competence,'' is increased and transferred to writing behavior, or performance.'' (DF)

ED 188 252 CS 502 930

Seiquist, Jack

A New Course for the Communication Curriculum: Achieving Dialog.

Pub Date- 79
Note-80p.; Handout 14 may be marginally legible.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Communication (Thought Transfer), Course Descriptions, Higher Education, *Interdisciplinary Approach, *Interpersonal Competence, *Persuasive Discourse, *Speech Communication, Speech Curriculum
Identifiers-*Dyadic Communication

Achieving Dialog,'' a model course in one-to-one communication for close relationships, is described and presented as a possible new course for the speech communication curriculum of colleges and universities. Research findings from a comprehensive evaluation of the course are summarized, and the societal need for such a course is indicated. It is suggested that a complementary relationship can exist between this course and the interpersonal communication course offered by many speech departments, since both courses are seen as valuable in assisting students in attaining a reasonable level of face-to-face communication competence. Appendixes, which comprise the major portion of the paper, contain an extensive course description, a number of materials used in the course, a bibliography, and an abstract of the study that evaluated the course. (Author/FL)

ED 188 343 EA 012 800

Warner, Allan K.

A Guide to School District Reorganization.

Nebraska State Dept. of Education, Lincoln.

Pub Date-Jan 79

Note-24p.; Appendices may not reproduce clearly.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Advisory Committees, Community Surveys, Guides, *Planning, Records (Forms), *School District Reorganization, *State Legislation

Identifiers-*Nebraska

School district reorganization is a process that requires considerable planning. This guide provides information on school district reorganization in the state of Nebraska, to interested boards of education and county and citizen reorganization committees. Topics discussed include planning for reorganization, establishing citizen committees, using school and community surveys, and analyzing state statutes. The appendix reproduces suggested forms for collecting statistical information, as well as suggested public notices and ballots. (Author/LD)

ED 188 390 EC 124 350

Grossen, Bonnie

Teaching Remedial Skills to Secondary Students.

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session M-5).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Comprehension, *Disabilities, High Interest Low Vocabulary Books, *Models, Reading, Remedial Instruction, Secondary Education, Spelling, Teaching Methods, Vocabulary, Writing Skills

A program model for teaching basic reading and writing skills to secondary special education students is described. Instruction is divided into three levels, within which instruction covers decoding, spelling, vocabulary, comprehension, and composition. Assessment measures are discussed for each area. Criticisms of high interest-low vocabulary materials are cited. A teaching procedure for oral instruction in vocabulary is outlined. Teaching materials and curricula are specified throughout the paper. (CL)

ED 187 913 CE 025 593

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 77

Note-48p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Athletics, *Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, *Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Professional Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Professional Sports, is one of a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These lessons about occupations in professional sports give sports terminology and discuss the body training, mental skills, and sportsmanship necessary to become a professional athlete. Related jobs that make professional athletics possible are also discussed. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 972 CE 025 755

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-17p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, *Graphic Arts, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on graphic communication is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with people in the graphics industry, their activities, training, and other factors which relate to their jobs. (The unit is one of six on careers in communications and media. For those and junior high units on other career clusters see CE 025 738-765.) (LRA)

ED 188 056 CG 014 452

Powell, C. Randall Kirts, Donald K.
Career Services Today: A Dynamic College Profession.
College Placement Council, Bethlehem, Pa.
Pub Date-80

Note-363p.; Appendix materials not filmed due to oversize pages.
Available from-The College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA 18001 ($11.95)
Pub Type- Information Analyses (070) - Reports - General (140) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Counseling, Career Planning, *Employment Interviews, *Guidance Centers, Higher Education, *Job Placement, Job Search Methods, Models, Occupational Tests, Professional Development, Psychological Testing, Recruitment, Resource Materials, *Student Personnel Services

This book focuses on the concepts, philosophies, principles, and practices utilized by professionals in career planning and placement. The chapters address the following topics: (1) career planning and placement; (2) systems approach to effective career services; (3) student and employer services; (4) career counseling theory and skill development; (5) psychological tests and occupational information as career planning resources; (6) the job search process and interviewing techniques; (7) legal questions; and (8) professional development. (Author/NRB)

ED 188 098 CG 014 496

Perlman, Leonard G., Ed.

The Rehabilitation of the Mentally Ill in the 1980's. A Report of the Mary E. Switzer Memorial Seminar (4th).

National Rehabilitation Association, Inc., Washington, D.C.

Spons Agency-Office of Human Development (DHEW), Washington, D.C.

Pub Date-Feb 80

Grant-15-P-59135/2-02

Note-143p.

Available from-Switzer Memorial Fund, c/o National Rehabilitation Association, 1522 K Street, N.W., Suite 1120, Washington, DC 20005 ($4.00).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Anthologies, Community Support, Coordination, *Delivery Systems, Legislation, *Mental Disorders, Mental Health, Policy Formation, *Program Development, Psychiatric Services, *Rehabilitation, Research Needs, *Training Methods, *Vocational Adjustment

The National Rehabilitation Association annually sponsors the Switzer Memorial Seminar, a program designed to explore, in-depth, a particular topic of interest to the rehabilitatin of handicapped individuals. Participants are selected for their achievements and involvement in the area to be studied. This monograph of the proceedings of the Fourth Switzer Memorial Seminar was developed to stimulate thinking and action in rehabilitation of the mentally ill in the 1980's. Action papers written specifically for the seminar focus on: (1) defining rehabilitation of the mentally ill; (2) coordinating services; (3) reducing disincentives; (4) describing existing model programs; and (5) enhancing the rehabilitation process through post-employment methods. Each paper is presented as a separate chapter, followed by excerpts of comments and reviews by the seminar participants and a summary of recommendations for action. Recommendations are provided for policy and program development, service delivery, research, personnel training, and legislation. (Author/NRB)

ED 188 120 CS 005 469

Rubens, Philip M.

Decoding the Calculus: Double Jeopardy in Readability.

Pub Date-May 80
Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (25th, Saint Louis, MO, May 14-17, 1980).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Elementary Secondary Education, *Mathematics, *Reading Difficulties, *Reading Skills, Research Needs, Teaching Methods, Textbook Content, Vocabulary Skills

Following a review of studies that propose ways of dealing with the problems that students have in reading mathematics, this paper suggests that the problems need to be approached in basically nontraditional ways. It proposes that in addition to useful, generalized approaches such as readability studies, vocabulary learning, and recognition of complex relationships, educators should explore text and illustrative material relationships, the effects of word frequency and repetition, and the influence of objectivity on the reading task to help students learn to read mathematics. (FL)

ED 188 208 CS 205 634

Bransford, John D. Franks, Jeffrey J.

The Role of Effort after Meaning'' and Click of Comprehension'' in Recall of Sentences. Final Report.

Vanderbilt Univ., Nashville, Tenn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Pub Date-31 Aug 76

Grant-NEG-00-3-0026

Note-44p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, *Comprehension, *Knowledge Level, Learning Theories, *Memory, *Recall (Psychology), Structural Analysis (Linguistics)

This report discusses research and theory that explore relationships between comprehension and knowledge acquisition. Studies are reported that indicate the lack of a one-to-one correspondence between initial comprehension activities and abilities to remember. It is noted that the value of comprehensive activities depends on how people must later use the information. The concept of transfer appropriate processing'' is suggested as an alternative to the more one-sided concept of depth of processing'' that characterizes much current research. Subsequent discussion focuses more directly on problems of knowledge acquisition. Learning is distinguished from the storage and retrieval of memories, and the problem of coming to think in terms of'' information or know with'' information is discussed. A framework is proposed that focuses on processes of growth and transfer (processes by which one comes to understand things he or she could not previously understand). Empirical results are presented and potential educational implications are discussed. (Author/FL)

ED 188 275 CS 502 965

Springhorn, Ron G. Cranfill, Jauquita

Communication Core 380.
East Texas State Univ., Texarakana.
Pub Date- 79
Note-111p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Communication Skills, *Course Content, Course Descriptions, Higher Education, Learning Modules, *Nonverbal Communication, *Public Speaking, *Speech Communication, *Speech Curriculum

The four modules described in this course syllabus are designed to present general concepts, principles, and skills of human communication to undergraduate students. Since students enrolled in the course can vary considerably in their professional, intellectual/academic, and personal needs, the self-inventory approach is used in the four modules so that students can survey their own communicative abilities and limitations in the three areas of needs, and decide on specific goals and objectives to satisfy their progress in developing communicative skills. The four modules include an overview of human communication and units on nonverbal communication, public communication, and small group communication. Each module contains lists of print and nonprint materials, a statement of content, lists of objectives, a study plan, and assignments for evaluation. Lists of films used in the modules and a film source directory are attached. (RL)

Newman, Bonnie J.

Techniques to Use to Improve the Climate of Your Schools: Teacher Enrichment in Liberal Arts Colleges.

Pub Date-12 Jan 80
Note-7p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, January 11-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Faculty Development, Higher Education, Liberal Arts, *Professional Continuing Education, *Teacher Education Programs
Identifiers-Dartmouth College NH, Master of Arts in Liberal Studies

New Hampshire's Dartmouth College offers a Master of Arts in Liberal Studies program as well as an associated Humanities Institute to elementary and secondary school teachers during the summers. The programs provide teachers with renewed involvement in their academic specialities, utilize interdisciplinary courses to broaden the scope of information covered, and require the use of reasoning, self-expression, and critical thinking. The Humanities Institute specifically supports teachers working on curriculum improvement projects. Both projects leave participants excited about education and eager to return to teaching. (Author/PGD)

School Violence Survey.
New Jersey School Boards Association, Trenton.
Pub Date-78
Note-61p.; Prepared by the Ad Hoc Committee to Study Violence in the Public Schools.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Discipline Policy, *Discipline Problems, Elementary Secondary Education, Principals, *School Statistics, *School Surveys, *Violence, Vocational High Schools
Identifiers-*New Jersey

The findings of a study into the nature and extent of violence in the New Jersey public schools are reported in this document. A mailed questionnaire elicited 1,387 responses from 56 percent of the school principals queried. The first section of the questionnaire sought an in-depth profile of the reporting school concerning type of school, enrollment, stability in pupil enrollment, percent of a school's rated enrollment capacity, use or nonuse of split sessions, average class size, socioeconomic status, and community type. Data were also sought on recordkeeping practices for reports of violent acts, policies for reporting and dealing with violent acts, and judgments about the change in the number of violent acts over the last two years. The second section sought the extent and site of reported violence in the categories of sex offense, robbery, assault, weapons possession, drug abuse, and alcohol abuse. Also requested was an estimate of suspected or unreported violence. The data were analyzed in terms of frequencies, means, and percent. Specific findings are presented and analyzed according to grade plan and school characteristics variables. These are followed by related recommendations and an analysis of innovative actions described by the responding principals. (Author/MLF)

King, Margot Lagesen
Rural Delinquency Proneness: Its Relationship to Giftedness, Environmental Support and Environmental Availability.
Spons Agency-American Association for Gifted Children, N.Y.
Pub Date-Apr 80
Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-3).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Delinquency, *Environmental Influences, Exceptional Child Research, *Gifted, Intermediate Grades, Leadership, *Rural Youth, *Student Attitudes, Student Characteristics

To understand the limitations and effects of the environment on gifted and rural youth, both delinquent prone and nondelinquent prone, a study was designed to measure 95 gifted sixth graders' perceptions of their environmental support and environmental availability (availability of activities in which students were interested). To investigate the various relationships between degree of giftedness, degree of environmental availability, and degree of environmental support, a three dimensional model was built. Among conclusions were that: students who were perceived as highly gifted and nondelinquent prone perceived much more support than the low gifted and delinquent prone students; as students perceived environmental support, delinquency proneness went down; and leadership giftedness was perceived by two extremes of gifted students, students perceived as highly gifted by peers and teachers or students perceived as low gifted and the more delinquent prone. (SBH)

Poland, Robert, Ed.

Career Education in Business Education: 2. Methods for Involving the Business Community.

National Business Education Association, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- Mar 80
Contract-300-78-0414
Note-76p.; For related documents see CE 024 747-750.
Available from-National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($4.95)
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees, Business, *Business Education, *Career Education, Community Programs, Cooperation, Cooperative Programs, *Government School Relationship, Job Placement, Material Development, Organizational Communication, Postsecondary Education, Professional Associations, *School Business Relationship, *School Community Relationship, Secondary Education, Unions, Work Experience Programs, Youth Clubs, Youth Programs

The nine articles in this monograph deal with techniques for increasing communication between the professional world of business and business education with respect to career education. The first article stresses the need for communication between schools and the related business community. In the second article school-related experiences that involve both the related business community and the school are reviewed and their implications for career education delineated. Work experience programs and vocational youth clubs are discussed. The next four articles focus on possible assistance from advisory committees, community-related programs, professional business organizations, and labor unions in career education. Organizations and their available services are briefly discussed, and scurce (and address) of additional information is identified. The seventh article presents ideas on effective use of the government by business teachers in delivering career education. The eighth article offers suggestions for collaboration from the business community and development of workable linkages between business and schools. In the final article these vehicles for community involvement are proposed: work experience models, work experience for teachers, job placement, and development of high quality career materials. (YLB)

ED 187 932 CE 025 631

Lewis, Morgan, Ed.

The Status of Vocational Education, School Year 1976-77. Research and Development Series No. 193.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.-498NH90003

Pub Date-79

Contract-300-78-0032

Note-175p.; The second half of this document, consisting of data tables, will not reproduce well due to small print. For a related oocument see ED 181 324.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($10.00)

Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Vocational Education, *Community Involvement, Disabilities, Disadvantaged, *Educational Resources, Educational Trends, Employment, Employment Patterns, *Enrollment, Enrollment Trends, Expenditures, Graduates, National Surveys, Postsecondary Education, *Program Effectiveness, Secondary Education, State Federal Aid, Statistical Data, *Vocational Education

Identifiers-United States

This report represents a synthesis of selected information regarding the status of vocational education during the 1976-77 school year. The first of five chapters summarizes the principal findings regarding the status of vocational education as well as the social, political, and economic contexts within which they occurred. Subsequent chapters present more detailed information regarding (1) who is being served by vocational education, (2) how well they are being served in terms of outcomes realized, (3) the resources needed to provide these services, and (4) changes that have been and are to be made in the data base that is used to support the planning, management, and evaluation of vocational education programs at the local, state, and federal levels. Data summaries based primarily upon reports submitted by the states to the United States Office of Education and materials prepared by the United States Department of Labor and the National Center for Educational Statistics are presented in the statistical appendix. (LRA)

ED 187 950 CE 025 673

Ries, Ann E. McCracken, J. David

Relationship of Perceived Sex Bias and the Decision of Women to Teach Production Agriculture.

Pub Date-80

Note-16p.; Paper presented at the Central Region Agricultural Education Conference (Kansas City, MO, July, 1980). Some pages of this document will not reproduce well due to light and broken type.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, *Career Choice, *Females, Secondary Education, *Sex Bias, Sex Role, Sex Stereotypes, Student Attitudes, Surveys, Teacher Attitudes, *Teaching (Occupation), *Vocational Education

A study sought to determine whether the perception of sex bias influences a woman's decision to teach vocational agriculture. Separate questionnaires were administered to female secondary vocational agriculture students, female university students enrolled in agricultural education, and female vocational agriculture teachers. Each of the questionnaires dealt with perceptions of sex bias and with the desirability of agricultural education as a career. Among the findings of the study was that with respect to their perception of sex bias, in response to the statement concerning community acceptance, 72.3 percent of the secondary students agreed that the community would accept a woman vocational agriculture teacher. Similarly, 61.1 percent agreed that a woman vocational agriculture teacher would get along well with her class, while 58.7 percent either disagreed or strongly disagreed that students in vocational agriculture would not accept a woman teacher. On a question concerning desire to teach, 59.6 percent of the female university students agreed that they would consider teaching production agriculture. A total of 48.7 percent did not feel it would be difficult to find a job teaching production agriculture because of their sex. A majority of the female teachers surveyed (70%) did not agree that administrators were reluctant to hire a female vocational agriculture teacher. (LRA)

ED 187 994 CE 025 777

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-40p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Dairy Farmers, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-*Dairy Industry, Project CHOICE

This teaching unit, Introduction to Dairy Occupations, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Agriculture and Ecological Studies Career Cluster, these nine lessons discuss the processes involved in bringing milk products to the consumer, review the many occupations associated with dairy products, and give educational and other skills required for these occupations. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) (MEK)

ED 188 014 CE 025 872

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-51p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Dentists, Educational Resources, Elementary Education, Grade 1, Grade 2, Health Occupations, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on the dentist is part of the Health Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains seventeen lessons designed to help students become more aware of the responsibilities of dentists and those who work for them. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 077 CG 014 474

Paez, Adolfo L., Ed.

Miami: Public Attitudes About Crime. A National Crime Survey Report.

Bureau of the Census (DOC), Suitland, Md.

Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Report No.-NCJ-46239; SD-NCS-C-24

Pub Date- 77

Note-68p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Attitude Measures, *Community Attitudes, Community Surveys, *Crime, *Fear, Law Enforcement, News Media, Police Action, *Public Opinion, Research Projects, *Security (Psychology)

Identifiers-*Florida (Miami), *Victims

The National Crime Survey (NCS) program has conducted a continuous national survey and separate surveys in 26 central cities to study the impact of crime on American society. Attitudinal information obtained from a 1974 survey of occupants of 4,929 housing units (9,650 residents age 16 and over) in Miami reflects crime trends, fear of crime, residential problems, and local police performance. Only one-fourth of the respondents believed crime was rising in their neighborhoods; most felt safe in daylight, 38% felt moderately unsafe at night. Men and younger persons felt more secure than others. Crime was not the major factor in moving, shopping or entertainment activities. Although most persons felt their neighborhoods were safer than others in Miami, whites and nonvictims were more likely than blacks and victims to share this belief. Nonvictims were more likely than victims to hold outsiders responsible for neighborhood crime. Most judged local police performance to be good or average. The appendices contain 37 data tables, the survey questionnaire, and information on sample design and size, estimation procedures, reliability, and standard error. (NRB)

ED 188 230 CS 205 659

Berlin, Barry

The Buffalo Newspaper Legal Battle: A Case Study.

Pub Date-Aug 80

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, *Court Litigation, *Federal Legislation, *Journalism, *Newspapers

This paper describes a three-year long antitrust battle between a morning and an evening metropolitan newspaper and discusses the effectiveness of federal legislation in promoting newspaper diversity. The topics specifically discussed include: (1) the application of antitrust laws to newspapers, (2) the market for the two newspapers, (3) the test the appeals court used to weigh injunctive relief sought by the evening paper, (4) the accusation of intent and attempt to monopolize that the morning paper lodged against its competitor, and (5) the application of two key criteria of the appeals court test grounds for litigation and hardship on the morning paper. Both the analysis and the discussion following indicate that the district court's action of granting an injunction against the evening newspaper was unfounded, was ultimately reversed by the appeals court, and was relatively ineffective in promoting newspaper diversity. (AEA)

ED 188 344 EA 012 803

Caputo, Edward M.
Principal or Wizard: Brains Pub Date-20 Apr 80
Note-16p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Miami Beach, FL, April 19-23, 1980). Not available in paper copy due to faint or broken print of original document.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Employer Employee Relationship, *Principals, *School Administration, *Staff Development
Identifiers-School Based Management

This paper is a comparison of traditional and modern school management techniques for use by principals. The traditional is represented by the management style of The Wizard of Oz, the modern by five goals of what is termed school-based management.'' The five goals, discussed in detail, include giving lower-level employees as much freedom as they need to do their job, limiting the data gathering on teacher accountability to the area of student achievement, letting school staffs control their own budget, letting employees share in shaping their own work environment, and fostering a system that encourages innovation and creativity. (Author/LD)

Brown, Judy Palmer And Others
Sex Bias Barriers to Vocational Education Enrollment. Final Report.
Oklahoma State Dept. of Education, Oklahoma City. Div. of Vocational-Technical Education.
Spons Agency-Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.
Pub Date-Feb 80
Note-89p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Attitudes, Counselor Attitudes, Educational Research, Employer Attitudes, Females, Males, Parent Attitudes, *Sex Bias, Sex Role, *Sex Stereotypes, Student Attitudes, Teacher Attitudes, *Vocational Education
Identifiers-Oklahoma

A study was conducted to identify barriers and develop programatic strategies necessary to overcome those barriers that deter both male and female students from enrolling in vocational education programs of their choice. The study utilized a modified delphi technique to collect the perceptions of the sample groups wanting to enroll in contraditional vocational programs. The target groups included students, parents, teachers, counselors, administrators, and employers. Group ranking of the barriers revealed the following were the highest ranked barriers: (1) loss of feminity or masculinity; (2) parent pressures, resistance, and traditional expectations; (3) peer pressure by ridicule, isolation, alienation, or exclusion; (4) tradition; (5) need for friends of same sex in class; and (6) inhibition due to being in the minority sex. (Results of a two-day seminar with nationally recognized experts in the field of educational sex bias are reported along with suggested strategies for overcoming selected barriers. The survey instruments are appended.) (LRA)

The Changing Character of Drug Abuse: The Federal Response. Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Sixth Congress, First Session on Where Should the Federal Drug Abuse Policy be Headed in the 1980's?''.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.
Report No.-House-Ser-96-82
Pub Date-30 Nov 79
Note-185p.; Not available in paper copy due to small print.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, *Drug Abuse, *Federal Programs, *Federal State Relationship, *Illegal Drug Use, Older Adults, *State Programs, Young Adults, Youth Problems
Identifiers-*Congress 96th, *New York

This document represents the testimony given before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce of the House of Representatives on November 30, 1979. These presentations address the following areas of concern: (1) New York state services and commissions established to deal with drug abuse; (2) federal financial assistance for national and state drug abuse programs; (3) marihuana and heroin use by young adults; (4) methadone maintenance treatment programs; and (5) drug use/abuse by the elderly. Additional material submitted for the record includes articles on accidental drug addiction, sales of illegal drugs, drug treatment programs sponsored by the New York City Board of Education and the New York State Commission on Alcohol and Substance Abuse Prevention and Education, and reports of substance abuse incidents in emergency rooms and medical examiner offices. (HLM)

ED 188 121 CS 005 475

Schale, Florence Epner, Marcia

Innovative Learning Strategies, 1979-1980. First Biennial Yearbook of the College Reading Improvement Special Interest Group of the International Reading Association.

Pub Date-80

Note-171p.; Several pages may be marginally legible.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Educational Innovation, English (Second Language), Higher Education, Individualized Instruction, *Learning Laboratories, Peer Teaching, Program Descriptions, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, *Study Skills, Teaching Methods, Two Year Colleges

This yearbook on innovative learning strategies in colleges is divided into four parts. Part I: Description of Program Models'' contains descriptions of an alternative learning center at Pima Community College, Tucson, Arizona; a program combining technology with humanism at El Camino College, Torrance, California; the developmental studies program at Kearney State College, Kearney, Nebraska; and a discussion of a competency packet on critical reading from North Shore Community College. Part II: Application of Successful Teaching Strategies'' contains articles concerning becoming testwise, peer tutoring for study skills, a modification of SQ3R as a strategy for test taking, piggybacking reading and study skills onto college courses, stimulating self-observation for improvement in reading, and tension control as a key to reading efficiency. Part III: Samples of Practice Material for Instruction, Diagnosis, Evaluation, Record Keeping, Publicity or Public Relations'' contains descriptions of a diagnostic prescriptive cataloguing system for laboratory materials, an audiotape adaptation of a phonics test, and an individualized instructional sequence for English as a Second Language students. Part IV: Reports of Research Successful or Not'' contains three reports concerning college reading courses and instruction. (MKM)

ED 188 142 CS 005 508

French, Joyce N. Rhoder, Carol

Instruction in Student-Generated Questioning Techniques.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Symposium of the New York State Learning Skills Association (3rd, Rochester, NY, April 20-22, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, Content Area Reading, Course Descriptions, *Developmental Programs, *Educationally Disadvantaged, Higher Education, *Questioning Techniques, *Reading Improvement, *Reading Programs, Teaching Methods

To meet the needs of educationally disadvantaged college freshmen, a developmental reading program that emphasized student-generated questioning techniques was implemented at Manhattanville College (New York). The program was intended to help students comprehend and recall information from different subject areas and to organize complex topics into manageable units. The three major components of the instruction were: varying the rate of reading in relation to a purpose; generating questions; and predicting information, categories of information, and possible answers to the questions. The program used both teacher-supplied, commercially produced materials and student-supplied material from the content areas. Fourteen students participated in the initial course. Evaluation was done through both informal observations and formal testing, including a pretest and a posttest. The findings showed that the program offered was better than no reading program at all, but that it was not necessarily better than other possible programs. However, the high level of students' enthusiasm for applying the strategies to their regular class work was encouraging. (FL)

ED 188 186 CS 205 609

English Department Syllabus.
Mesa Public Schools, Ariz.
Pub Date-80
Note-192p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Basic Skills, *Course Content, Course Descriptions, Course Organization, Curriculum Guides, Educational Philosophy, Elective Courses, *English Curriculum, *Literature Appreciation, Secondary Education, Teaching Methods, *Writing Instruction

This syllabus provides the organizational framework, philosophy, and goals that were developed for a senior high school English department. The major portion of the syllabus consists of 20 required and elective course outlines and a list of recommended audiovisual materials. Seventeen of the course outlines include a brief course description, a list of components that make up the course, the course objectives, and required text materials. Three of the courses (Critical Thinking and Writing/Writing the Research Paper, Fundamental English, and Literary Explorations) are discussed in greater detail with extensive examples of methods for developing each major course component. In addition to the usual required course offerings, electives cover such areas as grammar review and vocabulary development, creative writing, paperback literature, advanced placement English, and English and careers. (AEA)

ED 188 253 CS 502 933

Conger, Dorian S.

Using Team Building to Increase Communication Effectiveness in a Changing Environment.

Pub Date-May 80
Note-37p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Communication Problems, *Cooperative Planning, Group Behavior, *Organizational Communication, Organizational Effectiveness, Organizations (Groups), *Teamwork
Identifiers-*Communication Research

This paper offers a plan for increasing communication effectiveness in organizational setting through a team building approach. The first section of the paper provides a scenario that places team building in an organizational development context and presents a detailed description of a team building process used to increase communication effectiveness, along with other outcomes. The second section of the paper contains a case study outlining the use and results of the process with a specific work group. (FL)

ED 188 368 EC 124 172

Young, Marsha And Others

Evaluation of an Inservice Program: Summary Report of Intensive Training and Technical Assistance.

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date-Apr 80

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Formative Evaluation, *Hearing Impairments, *Inservice Teacher Education, Program Effectiveness, Program Evaluation, Teacher Workshops

The paper reports on the formative evaluation of a career education national inservice training program for educators in 29 schools and programs for the hearing impaired. The inservice was divided into two stages: an intensive training workshop for administrators, teachers, and counselors; and technical assistance on goal planning and milestone reporting systems. Among results of the workshop evaluation were that participants' self reported level of participation was rated good to very good, with ratings tending to increase across successive workshops; participant posttest scores were significantly higher than pretests for three of the four workshop audiences; and media supporting the workshop strategies were very effective with a mixed deaf and hearing audience. Technical assistance evaluation covered dissemination, consultation, and networking aspects. Effective teamwork and a start at documenting a comprehensive career education plan were reported by the schools in each region during the 6 month period after intensive training. (CL)

ED 188 391 EC 124 351

Glovinsky, Ira Keller, Jackie

A Description of the Hawthorn Center Early Intervention Program.

Pub Date-Apr 80

Note-29p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session M-9).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, Home Visits, Interdisciplinary Approach, *Intervention, Parent Participation, *Preschool Education, Program Descriptions, Psychotherapy, Teacher Role

An early intervention project for preschool handicapped children is described. Specific program goals (including improved functioning in social, emotional, communication, and preacademic areas) are listed, and roles of the interdisciplinary staff members are considered. Among evaluation approaches discussed are psychological measures, family histories, and analysis of mother-child interaction. Primary treatment modes are explained to be psychodynamic and psychoeducational. Examples of children referred to the 6 week therapeutic classroom, the intensive day treatment program, and the home visit program are given. (CL)

ED 187 840 CE 016 831

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part M. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-112p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, *Communication Skills, Competency Based Education, Cooks, Data Processing Occupations, Employment Potential, Employment Qualifications, Evaluation Criteria, *Food Service Workers, Job Performance, Job Skills, *Machine Tool Operators, *Mathematics, *Occupational Information, Office Occupations, Reading Skills, *Typists

Identifiers-Adult Competency Education Project, California (San Mateo County), *Injection Molding Machine Tenders

This tenth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Food Assembler, Injection Molder-Machine Operator, Data Entry Typist, Institutional Cook, and Clerk Typist. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (An office core job description containing competencies common to the office occupations included here and in CE 016 832 and in CE 016 834 is provided.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 894 CE 025 546

Cheek, Jimmy G., Comp.

Summaries of Research and Development Activities in Agricultural Education, 1978-1979, United States of America.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Spons Agency-American Vocational Association, Washington, D.C. Agricultural Education Div.
Pub Date-Dec 79
Note-126p.; Not available in paper copy due to small, light type. For previous summaries in ERIC see tables 1-2 concluding this document.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracts, Academic Achievement, *Agricultural Education, Agricultural Engineering, Agricultural Research Projects, Attitudes, College Students, Curriculum, Curriculum Development, Developing Nations, *Educational Development, Educational Needs, *Educational Research, Evaluation, Extension Agents, Extension Education, Horticulture, Instructional Materials, Job Skills, Livestock, Program Development, Program Evaluation, Reference Materials, Research Projects, Student Organizations, Teacher Education, Teaching Methods, *Vocational Education, Vocational Education Teachers, Youth Programs
Identifiers-United States

This compilation includes abstracts of 165 research and development studies in agricultural education completed during the period July 1, 1978, to June 30, 1979. Fifty-three of the compiled studies represent staff research, seventy-eight represent master's theses, and thirty-four represent doctoral dissertations. Studies are arranged alphabetically by state and alphabetically by author within states. Entries contain the purpose, method, and findings of the research and development activities. A comprehensive subject index, utilizing ERIC descriptors, is included. Among the topics included are adult education, agribusiness, curriculum, economics, employment, forestry, leadership, program evaluation, women, etc. Studies reported as being in progress during 1979-80 are also compiled, arranged alphabetically by state and by author within states. In progress were sixty-eight doctoral dissertations. A listing (by ED numbers) of where to find previous summaries of studies in agricultural education is also included. (LRA)

ED 187 914 CE 025 594

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-39p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Astronomy, *Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Astronomers, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These seven lessons on astronomy introduce career possibilities in astronomy by reviewing basic information about astronomy and exploring how astronomers do their work, their job opportunities, their job requirements, and instruments they use. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 187 973 CE 025 756

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-15p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, *Careers, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Mathematics, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on careers in mathematics is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to promote student awareness and interest in the part mathematics plays in today's society. (The unit is one of two in the series on science and engineering occupations. For these and junior high units on other career clusters, see CE 025 738-765.) (LRA)

ED 188 057 CG 014 453

Norton, Richard S. Powers, Richard B.

Commitment Contingencies in the Behavioral Treatment of Obesity.

Pub Date-80
Note-11p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (50th, Tucson, AZ, April 9-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Attrition (Research Studies), Behavioral Science Research, *Behavior Modification, *Contingency Management, Eating Habits, Exercise, *Participation, Research Projects, *Self Control, Self Help Programs
Identifiers-*Commitment, *Obesity

Commitment is a self-control technique to induce weight loss. Tow targets of commitment contingencies, completion of the study and behavior change, were examined among 42 female and 3 male subjects who made a monetary deposit to enroll in the 10-week program. The treatment consisted of self-monitoring of eating and exercise behavior. Subjects were randomly assigned to one of three treatment groups: (1) no commitment; (2) study completion commitment; and (3) study completion plus behavior change. Attrition, three measures of study participation, behavior change, and short- and long-term weight loss were evaluated. The no-commitment group had the greatest attrition rate. Only one participation variable was affected; the behavior change commitment increased the frequency of self-monitoring, and resulted in greater change in eating behavior but did not affect change in exercise behavior. The number of weigh-ins attended and frequency of self-monitoring were positively related to weight loss. Change in exercise behavior predicted weight loss; change in eating did not. Commitment contingencies have a narrow effect in a weight loss program and little generalization to non-targeted behavior occurs. (Author/NRB)

ED 188 163 CS 005 533

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1980 (Vol. 40 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-80
Note-19p.; Pages may be marginally legible.
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indians, Annotated Bibliographies, Bilingual Education, *Bilingual Students, Black Dialects, *Blacks, Chinese, *Doctoral Dissertations, Educational Research, Elementary Secondary Education, Language Acquisition, *Language Research, *Language Skills, Language Usage, Mexican Americans, Oral Language, Preschool Children, Reading Skills, *Spanish Speaking, Writing (Composition)
Identifiers-Hawaii

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) the language in a Spanish bilingual reading classroom; (2) the early stages of language acquisition of black children; (3) the dependency relation between oral language and reading in bilingual Chinese children; (4) language acquisition of Hispanic third grade students; (5) the effect of kindergarten classrooms where standard English is spoken on the speech of Black English speaking children; (6) the effects of early and delayed second language acquisition on the English composition skills of Spanish speaking junior high school students; (7) the composing processes of three black adolescents; (8) linguistic-cognitive skills in the low-income black child; (9) English comprehension scores obtained by Mexican-American elementary school children; (10) variation in speech by children in Hawaii; (11) sociolinguistic aspects of English diversity among elementary school aged students from Laguna Pueblo (New Mexico); and (12) the speech of lower-income black drug abusers. (GT)

ED 188 300 EA 012 740

School Size and Pupil Costs, Reviewed for 1979-80. 1980 APS Planning Document 2.
Albuquerque Public Schools, N. Mex.
Pub Date-Feb 80
Note-63p.; For related documents, see ED 114 908 and ED 153 365.
Available from-Director, Organization, Analysis & Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, NM 87125 (first copy $8.50; all additional copies $4.25)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors-Educational Facilities, Elementary Schools, Elementary Secondary Education, Enrollment Rate, Enrollment Trends, *Expenditure Per Student, High Schools, Middle Schools, *School District Spending, *School Size, Special Education, Tables (Data)
Identifiers-*Albuquerque Public Schools NM

The ninth annual report on optimal school size for New Mexico's Albuquerque Public Schools presents enrollment and cost figures for the district's elementary, middle, and high schools and for its special education programs. From these data are drawn the minimum school size for economic operation and the maximum school size for effective learning at each educational level. The figures indicate that declining enrollment at the middle and high school levels affected optimal school sizes, while upper and lower limits for elementary schools remained relatively unchanged from those of a year before. Extensive tables relate school size and costs per pupil and relate school size, occupancy rates, and administrative and instructional costs. Additional tables present transportation cost figures and overall summaries. (PGD)

ED 188 322 EA 012 773

Stern, David

What Is an Option? A Study of Alternatives to the Usual High School Curriculum.

Pub Date-Mar 80
Note-70p.; Table III may be illegible due to small print.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Counselor Attitudes, *Equivalency Tests, *Graduation Requirements, High School Students, *Nontraditional Education, Program Descriptions, Questionnaires, School Surveys, Secondary Education, *Student Attitudes, *Work Experience Programs
Identifiers-*California High School Proficiency Examination

This report summarizes the findings of a two-year study on high school students' use of options that provide alternatives to the usual curriculum. Questionnaires were given to juniors and seniors as well as counselors in 29 public high schools in the San Francisco (California) Bay region in 1978. The survey posed questions about students' knowledge and use of four options that were available in all 29 schools: work experience programs, early graduation, concurrent enrollment in a college or university, and taking the California High School Proficiency Examination (CHSPE). Variables that contributed to understanding student use of a particular option, discussed in this paper, include student attitudes and experience while in school, counselors' attitudes.

attributes of individual students, and students' stated reasons for using or not using options. A detailed account is given of the CHSPE alternative. The paper concludes that the main limitation of CHSPE and the other options is that they do not increase the total number of jobs available in the economy, a desired result of participation in these programs. A lengthy appendix offers a reproduction of the survey instrument and an analysis of the methodology used. (Author/LD)

ED 188 345 EA 012 804

Minnesota Women & Education.

Council on the Economic Status of Women, St. Paul, Minn.

Pub Date-Nov 79

Note-31p.; Sixth in a series.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Economic Status, Educational Status Comparison, Elementary Secondary Education, *Equal Education, *Females, Higher Education, Older Adults, School Statistics, Sex Bias, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, Statistical Surveys, *Vocational Education, *Womens Education

Identifiers-*Minnesota

This report examines the educational status of Minnesota women in all public institutions, with emphasis on the effect of education on women's economic status. It addresses both the amount and kind of education women receive and to what extent educational systems are adapting to the changing needs of women. The book is divided into discussions of females on three educational levels: elementary secondary education, higher education, and vocational education. Survey results are used throughout to point up the place of females as compared to males in the educational system. A brief discussion is offered of older students, many of whom are women. Among the many recommendations offered by the book is that state and federal laws prohibiting sex discrimination, sex bias, and sex stereotyping be vigorously enforced. Also, explicit recognition of the changing roles of women and economic implications of educational and employment choices should be provided in recruitment, admissions, counseling, and educational materials. (Author/LD)

ED 188 417 EC 124 377

Olson, Spencer A., Jr. Antonelli, Charles

A Vocational Program for Adult Severe and Profound Developmentally Disabled.

Pub Date-Apr 80
Note-39p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-4).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Developmental Disabilities, Evaluation Methods, *Job Skills, Program Descriptions, *Severe Mental Retardation, *Student Evaluation, *Task Analysis, Vocational Adjustment, *Vocational Education

The paper describes a vocational program in which task analysis was used in teaching vocational skills to 64 severely and profoundly developmentally disabled clients. Tasks required for successful completion of work situation and program conditions are outlined. An evaluation system is utilized in which behavior is rated according to nine levels of staff assistance for task completion. The system evaluates acquisition of vocational behavior from a skill deficit requiring complete staff assistance to self initiated functioning requiring no staff assistance. Among appendixes are a staff assistance rating scale, a task analysis breakdown for hammering, and a list of vocational skills. (SBH)

ED 188 099 CG 014 497

Antonucci, Toni And Others
Values and Self Esteem in Three Generations of Men and Women.
Pub Date- 78
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Age Differences, Cohort Analysis, *Family Attitudes, *Self Esteem, Semantic Differential, *Sex Differences, Socialization, Social Values, *Values, Work Attitudes
Identifiers-*Rokeach Value Survey

Intergenerational differences within the family were examined through an exploration of values in three-generation intra-family triads. Subjects (N 180) were 30 male and 30 female white middle class triads. Each triad consisted of a son, father, paternal grandfather or daughter, mother, maternal grandmother. Generation ranges were: youngest, 17-23 years; middle, 39-50 years; and oldest, 61-83 years. Subjects rated 14 values on a semantic differential scale. The hypotheses of generational similarities in long-term, terminal values and generational differences in short-term, instrumental values were supported. The oldest generation rated instrumental values appropriate to retired life higher, while maintaining work-related values. More value similarities than differences were found between the sexes across generations, reflecting woman's role as a value transmitter. A predicted interaction of self-esteem and generation with values was minimally supported, warranting further research. (Author/NRB)

ED 188 209 CS 205 635

Fisher, Harold A. Westley, Bruce H., Ed.

The EBU: Model for Regional Cooperation in Broadcasting. Journalism Monographs No. 68.

Association for Education in Journalism.
Pub Date-May 80
Note-41p.
Available from-AEJ Publications Manager, School of Journalism, University of Minnesota, Minneapolis, MN 55455 ($2.50)
Pub Type- Information Analyses (070) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Broadcast Industry, *Cooperation, Cooperative Programs, Foreign Countries, *International Relations, *Models, Networks, Radio, Television
Identifiers-*European Broadcasting Union

Identifying the European Broadcasting Union (EBU) as the most important, successful, and effectively operative of all regional broadcasting associations, this monograph offers the EBU as a model for the development of international cooperation in broadcasting in other parts of the world. Various sections of the monograph discuss the conditions giving rise to the EBU, its goals and structure, its operations, and its relationships with other national and international broadcasting organizations such as Intervision in eastern Europe, the Spanish Television Authority, the Arab States Broadcasting Union, and the Asia-Pacific Broadcasting Union. (FL)

ED 188 231 CS 205 660

Halpern, Jeanne W.

Teaching Writing: The Underlying Structure of Composition Courses.

Pub Date-Mar 80
Note-13p.; Based on paper presented at the Conference on College Composition and Communication (Washington, DC, March, 14, 1980).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Skills
Identifiers-Audience Awareness

This paper identifies and describes the five components that underlie the structure of any advanced composition course: audience, purpose, voice, organization, and polish. Each component is illustrated with examples from technical writing, business writing, journalism, and academic writing. (FL)

Michelini, Ronald L. And Others
Crowding and the Sex Variable in the Invasion of Personal Space.
Pub Date-May 80
Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research, College Students, Higher Education, *Nonverbal Communication, *Personal Space, *Sex Differences
Identifiers-*Communication Research, *Crowding

The effects of crowding and sex on reactions to a side-to-side invasion of personal space were examined. Male or female experimenters violated the personal space of 40 male and 40 female subjects who were sitting at library tables that were either crowded (several persons present) or uncrowded (subjects sat alone). The subjects' body movements, chair movements, and flight (leaving within eight minutes) were recorded. It was found that female subjects reacted to a male invader only in the uncrowded condition, while male subjects reacted to the male invader in both conditions. Reactions to a female invader did not vary significantly across the experimental conditions. (Author/RL)

Parkinson, Guy M.

Vocational Special Needs: A Co-operative Project Between a Career Employment Experience Program and a Related Vocational Instruction Program.

Pub Date-Apr 80
Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-32).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Education, Cooperative Education, *Cooperative Programs, Experiential Learning, Job Training, *Mild Mental Retardation, Program Descriptions, Secondary Education, *Vocational Education, *Work Experience Programs
Identifiers-*Career Employment Experience Program, Georgia, *Related Vocational Instruction Program

The paper describes the Related Vocational Instruction (RVI) and Career Employment Experience (CEE) Programs at a Georgia high school and explains how the programs cooperated to better serve the needs of the educable mentally handicapped students in the school. The goal of the RVI program is to provide secondary handicapped students with job entry level skills in a broad or specific occupational cluster. Implementation is accomplished either through supplemental instruction to the handicapped students or resource instruction in the regular vocational setting. The CEE program is a paid work experience designed to help develop general employment abilities and attitudes in either in school or out of school youth between the ages of 16 to 21 years. Wages are paid by the program and participants work from 5 to 40 hours a week. To meet the needs of educable mentally retarded students at one Georgia high school a plan was devised which combined the two programs. (An outline of the project and a case history are provided.) (PHR)

ED 187 876 CE 025 317

Fruehling, Rosemary T.

A Cross-Sectional Study of the Origins and Development of Vocational Needs of High School Students. Final Report.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date-Apr 80
Note-280p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Age Differences, *Educational Needs, High School Students, Junior High School Students, *Needs Assessment, Sex Differences, *Socioeconomic Background, *Student Needs, Surveys, *Vocational Education

A study was conducted to answer two main questions: (1) What are the vocational needs of high school students? and (2) What are the life history correlates of such vocational needs? Over 1,750 high school students in grades 8 through 11 were administered a measure of vocational needs, the Minnesota Importance Questionnaire, and a questionnaire designed to elicit life history information, the Student Information Blank. The results of the study contain preliminary evidence that suggests the existence of similar average patterns of needs across grade, sex, and sex-by-grade groups. It was found that the most important vocational need for all groups was ability utilization. In addition, the findings contained preliminary evidence that background data are related to vocational needs. However, while there was evidence linking background data meaningfully to vocational needs, there was little evidence to support the generalizability of findings across groups. (The Student Information Blank, data collection exhibits, and summary statistical data are appended.) (LRA)

ED 187 995

CE 025 778

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-41p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-*Fishing, Project CHOICE

This teaching unit, Introduction to Fishing, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Agriculture and Ecological Studies Career Cluster, these six lessons about sport and commercial fishing discuss different methods used for fishing jobs associated with the fishing industries and geographical effects and demands for fisheries. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 025 766-789.) ([illegible])

ED 188 015 CE 025 880

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77

Note-39p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Self Concept, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on self awareness is part of the Consumer and Family Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains nine lessons designed to encourage students to examine and become aware of themselves and their environment. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 036 CG 014 415

Mezoff, Bob

High Learners in Human Relations Training: A Study of the Influence of Cognitive Style on Training Outcomes.

ODT Associates, Amherst, Mass.

Pub Date- 79

Note-41p.; For related documents see CG 014 267-268.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Style, Correlation, Employees, Goal Orientation, Human Relations, *Laboratory Training, Learning Experience, *Outcomes of Education, *Peer Evaluation, Self Evaluation (Individuals), *Sensitivity Training, *Training Objectives

Identifiers-*Field Dependence Independence

The influence of participant cognitive style (Field-Dependence-Independence) on human relations training outcomes was investigated. The relationships among dogmatism, androgyny, participant age, and highest educational level attained, i.e., the independent variables, were also examined for possible correlations with various outcome measures. None of the self-report outcomes correlated with any of the independent variables. Field Independence was the only variable strongly correlated with participant peer rankings of various behaviors/outcomes. Field Independents (FIs) were judged by their peers to: (1) be more task oriented; (2) be more maintenance oriented; (3) be more satisfied with the laboratory experience; and (4) have learned the most from the laboratory experience when compared to Field Dependents (FDs). The four stated outcome measures were strongly intercorrelated. (Author)

ED 188 078 CG 014 475

Paez, Adolfo L., Ed.
San Diego: Public Attitudes About Crime. A National Crime Survey Report.
Bureau of the Census (DOC), Suitland, Md.
Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-46245; SD-NCS-C-30
Pub Date- 77

Note-71p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Attitude Measures, *Community Attitudes, Community Surveys, *Crime, *Fear, Law Enforcement, National Surveys, News Media, Police Action, *Public Opinion, Research Projects, *Security (Psychology)
Identifiers-*California (San Diego), *Victims

The National Crime Survey program has conducted a continuous national survey and separate surveys in 26 central cities to study the impact of crime on American society. Attitudinal information obtained from a 1974 survey of occupants of 4,906 housing units (9,125 residents age 16 and over) in San Diego reflects crime trends, fear of crime, residential problems, and local police performance. Although 75% of San Diego residents felt crime was increasing nationally, crime and fear of crime made no impact on their daily routines. Most residents felt reasonably safe alone in their neighborhoods at night, with whites feeling more secure than blacks. Crime was not a major influence in moving, shopping or entertainment activities. Whites were more positive in their assessments of police performance than were blacks. Fear of crime had a greater impact on women, the elderly, and former victims. The appendices contain 37 data tables, the survey questionnaire, and information on sample design and size, estimation procedures, estimated reliabilities, and standard error. (NRB)

ED 188 143 CS 005 509

Blanck, Peter D. And Others

Longitudinal and Cross-Sectional Age Effects in Nonverbal Decoding Skill and Style.

Pub Date-Apr 80
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Cognitive Processes, *Communication Skills, Developmental Stages, Elementary Secondary Education, *Nonverbal Communication, Research
Identifiers-*Communication Research

A study was conducted to examine longitudinal and cross-sectional age effects on accuracy of decoding nonverbal cues. A videotaped nonverbal discrepancy test was administered to 78 children aged nine to fifteen years. The test measured (1) decoding accuracy the extent to which subjects were able to identify affects (positivity and dominance) from visual (facial and body) cues and audio (content filtered and random spliced) cues; (2) discrepancy accuracy the extent to which subjects recognized the degree of discrepancy between audio and video cues; and (3) video primacy the extent to which subjects were more influenced by video than by audio cues. It was found that older children benefited more than younger ones from the effects of retesting in their accuracy at decoding discrepant cues; that older relative to younger children displayed a trend for less video primacy after retesting; and that relative to younger children, older children showed less video primacy in decoding extremely discrepant audio and video nonverbal cues. The findings suggest that although older children perform most nonverbal decoding tasks better than younger children, the advantages of age are especially great for the decoding of the more discrepant channels. (Author/FL)

ED 188 187 CS 205 610

Powell, David
1000 Major Short Stories: An Index of Theme, Structure, and Type.
Pub Date- 75

Note-121p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Authors, *Classification, Higher Education, Indexes, *Literary Criticism, *Literary Devices, Literary History, *Literary Styles, *Literature Appreciation, *Short Stories, World Literature

An index of 1,000 major short stories is presented. An introduction to the index contains an explication of the historical development of the short story and its elements, and a discussion of the critical importance of conflict and author's point of view in short stories. The stories are indexed alphabetically by author, title, structure/point of view, themes, and authorial types/schools/regions. A list of the biographical sources used to identify authors and stories is attached. (RL)

ED 188 254 CS 502 936

Berry, Elizabeth B. And Others

A Merging of Disciplines: Intercultural Communication and Health Science.

California State Univ., Northridge.

Pub Date-Feb 80

Note-20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Problems, *Communication Skills, Course Descriptions, *Health Education, Health Personnel, Higher Education, *Intercultural Programs, Interdisciplinary Approach

Identifiers-*Intercultural Communication

Pointing out the large number of immigrants to the United States from various cultural backgrounds and the large minority population that already exists in the U. S., this paper argues that there is an urgent need for health service workers to have sound preparation in intercultural and interpersonal communication. The paper discusses the health practitioner's special needs for training in intercultural communication; reviews the literature in intercultural communication, health communication, and intercultural health communication; describes a course taught at California State University at Northridge in intercultural communication for health science students; and suggests future directions for this emerging interdisciplinary area. (Author/FL)

ED 188 369 EC 124 173

Sivage, Carol A.

Implementing Public Law 94-142: A Case for Organizational Readiness.

Oregon Univ., Eugene. Coll. of Education.
Pub Date-79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Compliance (Legal), *Disabilities, Elementary Secondary Education, Federal Legislation, *Mainstreaming, *Organizational Climate, Principals, State Surveys, *Success
Identifiers-Education for All Handicapped Children Act

To determine the relationship of organizational characteristics to the effective implementation of mainstreaming as mandated in P.L. 94-142, the Education for All Handicapped Children Act, the responses of 99 Oregon schools to a questionnaire were analyzed. Multiple regression and correlational techniques were used. The regression equation formed of the nine most significant variables accounted for 64% of the total variance in effective mainstreaming. Significant variables included clarity of school mainstreaming goals, staff knowledge, communication between principal and special educators, principal's advocacy and leadership style, and school size. It is concluded that successful implementation of mainstreaming depends on a more systemwide approach involving the whole school. (Author/CL)

ED 187 858 CE 024 749

Ristau, Robert A.

Career Education in Business Education: 3. Strategies for Implementation.

National Business Education Association, Reston, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- Mar 80

Contract-300-78-0414

Note-63p.; For related documents see CE 024 747-750.

Available from-National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($4.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitudes, *Business Education, Business Education Teachers, Career Awareness, *Career Development, *Career Education, Career Exploration, Economics, Integrated Curriculum, Interpersonal Competence, Life Style, Postsecondary Education, Program Evaluation, *Program Implementation, Secondary Education, Self Concept, Teacher Influence, *Teacher Responsibility, *Teacher Role, Values Education, Vocational Education, Work Attitudes

This monograph covers strategies, methods, and practices best suited for infusing career education into the teaching of business. Chapter 1 considers the relationship between business education and career education, including the career education movement, career development tasks, responses of business education, and goals and objectives of business education programs. The remaining chapters address ways in which infusion can take place within business education. Chapters 2-4 concern the three primary components of career education: developing attitudes and values, career exploration, and career preparation. Issues of the first phase addressed in chapter 2 include importance of the teacher, self-concept in career development, life style concepts, work values and perceptions of work, and economic and social awareness. Chapter 3 discusses the career exploration process, need for career exploration, approaches to implementation, career clusters and job families, objectives, and materials and activities. Concerns of career preparation emphasized in chapter 4 include new challenges for business education (overcoming sex stereotyping, and student recruitment), need for business educators to relate to nontraditional and emerging occupations, placement and followthrough, using community resources, and need for instructional innovation. Chapter 5 addresses evaluating career education, including approaches and using the results. Each of these final four chapters concludes with a summary of the business teacher's role. (YLB)

Atteberry, Jim W. Stevens, David W.
A Vocational Educator's Guide to the CETA System. Critical Issues Series, No. 3.
American Vocational Association, Washington, D.C.
Pub Date-80
Note-33p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Cooperation, *Articulation (Education), Comparative Analysis, *Educational Cooperation, Employment Programs, Federal Legislation, Federal Programs, *Vocational Education
Identifiers-*Comprehensive Employment and Training Act

Information is presented for the vocational educator who wants to know about the opportunities and incentives for establishing closer ties between local vocational education systems and activities authorized by the Comprehensive Employment and Training Act (CETA). The first of three sections describes the philosophical and organizational differences between vocational education and CETA. Section 2 defines each of the eight titles included in the CETA amendments. In addition, possible linkages under CETA and vocational education legislation are explored. A final section explores strategies that can be used to overcome philosophical and structural differences in the two systems. Appended is a list of information sources on CETA. (LRA)

ED 187 951

CE 025 682

Denker, Robert

Agricultural Marketing. Student Reference. Volume 12, Number 10. Agdex 810, Catalog Number AG-81-S.

Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date-Nov 79
Note-76p.; For a related document see CE 025 683.
Available from-Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri Columbia, Columbia, MO ($1.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agribusiness, *Agricultural Education, Curriculum Guides, *Dairy Farmers, *Grains (Food), Instructional Materials, *Livestock, *Marketing, Study Guides, *Vocational Education

This student guide in agricultural marketing is designed to accompany the lessons in the curriculum unit, Instructor's Guide in Agricultural Marketing'' (CE 025 683). There are six sections in the student guide: (1) Introduction to Marketing; (2) Marketing Cash Grains; (3) Marketing Grain with a Protected Price; (4) Marketing Cash Livestock; (5) Marketing Livestock with Protected Price; and (6) Marketing Milk. Each of these sections is divided into the appropriate topics to fit the twenty lessons included in the instructor's guide. (BM)

ED 188 122 CS 005 478

Mann, Sylvia B. Fridell, Ronald

Incorporating Fun Activities Within Mastery Learning Units.

Pub Date-May 80

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980). Several pages in Appendix may be marginally legible.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities, Creative Activities, Elementary Secondary Education, *Enrichment Activities, Instructional Innovation, *Learning Activities, *Mastery Learning, *Reading Games, *Reading Instruction

Fun activities,'' such as games, puzzles, discussions, debates, drama, and art, are used in every unit of the Chicago Mastery Learning Reading/Learning Strategies program. Activities include (1) ungraded optional activities, (2) enrichment activities, and (3) subject-related applications. These materials aid in comprehension, memory, and transfer; provide a break from routine; and provide enrichment materials that go beyond the literal and inferential aspects of the mastery objectives into critical and reflective areas for students who are at or above grade level. (Sample activities are included.) (DF)

ED 188 232 CS 205 661

Bissex, Glenda L.

Patterns of Development in Writing: Case Study of a Child from Five to Ten Years Old.

Pub Date-Mar 79

Note-14p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, CT, March 23-25, 1979). Not available in paper copy due to marginal legibility of original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Case Studies, *Child Development, Children, *Developmental Stages, Longitudinal Studies, Orthographic Symbols, Spelling, *Writing (Composition), *Writing Skills

Identifiers-*Writing Research

Observations of the developing writing patterns of one child over a period of five years brought insight to the question of how children learn to write. The patterns, identifiable in other areas of child development, were the processes of differentiation and decentration, the sometimes nonparallel growth of form and function, and an increasing realism. Initial semisyllabic spelling systems moved to more finely tuned systems that separate consonant and vowel sounds. Other examples of developmental growth included: (1) increasingly differentiated structures and styles, (2) content drawn from a widening world in which a more conventional sense of reality prevails, and (3) a greater awareness of audience. This development was demonstrated in the case study subject through the changes in two of his writing forms, the newspaper and the short story. (AEA)

ED 188 277 CS 502 968

Goldstein, Jone Rymer

Integrating Interpersonal and Small Group Oral Communication Skills into the Technical Writing Course.

Pub Date-May 80

Note-27p.; Paper presented at the Annual Meeting of the International Technical Communication Conference (27th, St. Louis Park, MN, May 14-17, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Skills, Group Discussion, Higher Education, *Interpersonal Competence, *Small Group Instruction, *Speech Communication, Teaching Methods, Teamwork, *Technical Writing, *Writing Skills

By adopting methods for teaching oral communication skills in conjunction with writing, instructors can help students become more competent technical communicators. Dyadic skills in interpersonal communication and small group discussion are the highest priority of the technical writing curriculum and can be taught through a team writing project. Students can thus experience genuine dialogue that is related to their writing and can explore interaction with each other through the composing process. The instructor must turn the direction of each team over to its members but must intervene to enhance the group process, counsel students on interpersonal development, and supervise the task progress and the team composing. (Author/FL)

ED 188 418 EC 124 378

Olson, Spencer A., Jr. And Others

Surveying Vocational Programs for the Severely and Profoundly Retarded (1977): A Historical Perspective.

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-4).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Programs, Developmental Disabilities, Exceptional Child Research, History, National Surveys, Residential Institutions, *Severe Mental Retardation, *Vocational Education

A national sample (N 215) of community and residential facilities were surveyed regarding existing vocational programs for severely and profoundly mentally retarded persons. Among findings was that only 4% (N 9) of the facilities offered vocational programs for the severely and profoundly retarded. The survey indicated that community and state vocational programs have been almost nonexistent for the severely and profoundly developmentally disabled as of 1977. (SBH)

ED 187 895 CE 025 547

Richardson, William B. And Others

Leadership Training Units for Vocational Youth: A Teacher Manual Designed to Provide Individual and Group Activities for the Development of Leadership Skills.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.; Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Jul 76

Grant-10-79-III-3; 28-74-C-15; 56-75-D

Note-235p.; Best copy available.

Available from-Indiana Curriculum Materials Center, TAW 200, Indiana State University, Terre Haute, IN 47809 ($4.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Guides, *Group Dynamics, Group Membership, Individual Instruction, Instructional Materials, *Leadership Training, Learning Activities, Organizational Communication, Parliamentary Procedures, Secondary Education, Student Leadership, *Vocational Education, *Youth Leaders

This teacher's manual contains thirteen leadership training units for vocational youth. Unit titles are (1) Introduction to Leadership, (2) Planning and Initiating, (3) Parliamentary Procedure, (4) Developing Group Goals, (5) Levels of Leadership in a Group, (6) Skills of a Group Leader, (7) Personal Characteristics of a Group Leader, (8) Skills of a Group Member, (9) Developing Group Cohesiveness, (10) Effective Committees, (11) Communication Skills, (12) Internal Operations of a Group, and (13) Outcomes of Leadership. Each unit contains three parts. The introductory part is the Self Instructional Guide, which contains the introduction, objectives, instructional activities, and self-quiz. The second part of each unit is the Group Instructional Guide, which is designed to facilitate group activities. The Group Instructional Guide contains an introduction, objectives, and instructional activities. The third part of each unit, the Procedures for Individual Projects, contains individualized projects designed to relate instruction to real life. (LRA)

ED 187 974 CE 025 757

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-38p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Mathematics, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This junior high teaching unit on career math is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to link math skills to all career clusters. It is one of five units for use in all twelve career clusters in the series. (For other junior high units see CE 025 738-765.) (LRA)

ED 188 058 CG 014 454

Hood, Kay E. Butler, Robert R.

A Paraprofessional Training Program for Supportive Counseling with Women. Final Report, September 1, 1976 through August 31, 1977.

Nebraska Univ., Omaha.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-31 Aug 77
Grant-G007605081
Note-34p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Skills, *Counselor Training, Course Descriptions, *Females, Higher Education, Models, Needs Assessment, *Paraprofessional Personnel, Pilot Projects, Program Evaluation, Sex Bias, *Skill Development, Student Personnel Services, *Training Methods
Identifiers-*Support Systems

Result are summarized of a one-year pilot project to develop, implement and evaluate a paraprofessional counselor training model, which combines the psychology of women with basic helping skills. Supervised counseling experience gained through role playing and individual projects is also described. The goals of the program were to enable participants to: (1) recognize their own sex bias; (2) develop support strategies for women through counseling and communication skills; (3) use professional resources in educational and career planning and personal counseling; and (4) recognize personal limitations. Program evaluation discusses pre/post testing of participants' attitude change as well as feedback concerning the effectiveness of the program. Revisions to the model program are suggested. The appendix contains the revised course syllabus. (Author/NRB)

Mitchell, Christine K. And Others

Tobacco Education Curriculum: Grade 4. Health Education: Substance Abuse Prevention.

American Lung Association, New York, N.Y.; New York State Education Dept., Albany. Bureau of Drug Education.; State Univ. of New York, Albany.
Pub Date-79
Note-95p.; For related documents see CG 014 404-08 and SP 015 344-45.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Responsibility, Curriculum Guides, *Decision Making, Elementary Education, Grade 4, *Health Education, Health Materials, *Interpersonal Competence, Learning Activities, Prevention, *Self Concept, *Smoking, Teaching Guides, Tobacco

This teaching guide for a tobacco education curriculum at the fourth grade level is part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades 4-6, and a resource materials list. The basic instructional concepts for the fourth grade level focus on helping students: (1) develop positive self-images to enable them to make well-thought-out decisions about risk-taking behaviors; (2) take responsibility for safeguarding their health; (3) identify immediate and long-term effects of smoking; (4) recognize social and economic factors associated with smoking; and (5) make personal choices about smoking. Objectives, teaching information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/HLM)

ED 188 164 CS 205 458

Davlin, Norberta

The Humanities in Asia: Recommendations of Reischauer.

Pub Date-Feb 80
Note-20p.; Paper presented at the Midwest Regional Conference on English in the Two-Year College (Kalamazoo, MI, February 14-16, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Studies, Chinese Culture, *English Curriculum, Higher Education, *Humanities, Islamic Culture, *Literature Appreciation, *Non Western Civilization, Secondary Education, *World Literature

This paper draws from the writings of Edwin O. Reischauer to support its arguments that high school and college curricula should be extended to include Asian culture, particularly the humanities of China, Japan, India, and medieval Islam. The following literature selections are proposed and highlighted: (1) India and Southeast Asia: the Ramayana'' and Mahabharata,'' the dramatist Kalidasa, the poet Tagore, and Muhammad Iqbal; (2) China: The Book of Poetry,'' and the poets Li Po, Tu Fu, and Mao Tse-tung; (3) Japan: the book of essays by a Buddhist priest named Kenko, the poetry of a Buddhist monk named Saigyo, and the first great anthology of early Japanese poetry entitled The Manyoshu''; and (4) the medieval Islamic world: the epic poems Shah-Nama'' and Book of Kings,'' as well as the Rubaiyat'' and the poetry of Sa'di and Hafiz. (HOD)

ED 188 210 CS 205 636

Almasy, Rudolph Paul

The Nature of Writing Laboratory Instruction for the Developing Writer.

Pub Date-Mar 80
Note-16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Feedback, Higher Education, *Individual Instruction, Interaction, *Learning Laboratories, Remedial Instruction, *Skill Development, *Student Teacher Relationship, Teacher Role, Tutoring, *Writing (Composition), *Writing Instruction, Writing Skills
Identifiers-Audience Awareness, *Composition Process, Invention (Rhetorical), Revision (Written Composition)

Four assumptions about factors leading to writing improvement may be related to instruction in supplemental writing laboratories (or writing labs'') that use tutorial conferencing to serve students needing help with classroom assignments or specific skills. The assumptions and their relation to writing lab instruction are as follows: (1) Writers must have dialogue with readers and must practice at becoming their own readers. The lab instructor serves as the audience and is seen as a helpful, nonthreatening reader rather than as a grader. The instructor responds immediately and directly to students' writing, and the instructor/student dialogue externalizes the heuristic that must go on in a writer's mind. (2) A writer must actively engage the content of the message and must understand and participate in the processes of invention. In the writing lab, students can be encouraged to ask real questions of the subject matter and to discover through prewriting what they know about a topic. (3) A writer must write when he or she is ready to write. In the lab, the instructor can choose the appropriate moment to encourage students to transfer to paper what has just been discovered in dialogue. (4) A writer must have dialogue with the written product. In the immediacy of the lab situation, students can be drawn constantly to what they have written and helped to develop an editing sensibility.'' They can be helped with error remediation before the written product is graded. (GT)

Post-Secondary Institutions Facilities Inventory Operating Manual.
British Columbia Dept. of Education, Victoria.
Pub Date-Jan 80
Note-184p.; Contains some light print.
Available from-Publications Service Branch, Ministry of Education, Government of British Columbia, Victoria, BC, Canada V8V 1X4 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Facility Inventory, Foreign Countries, Information Retrieval, Information Storage, Management Information Systems, *Postsecondary Education
Identifiers-British Columbia

This manual presents the operations of British Columbia's computerized facilities inventory for post-secondary institutions. A brief summary describes the kinds of code tables used, the forms used to feed data into the computer, the types of printout reports available, and the responsibilities of institutions using the system. More detailed sections of the manual tell the user how to set up and maintain the facilities inventory and list the codes used in the system. (PGD)

ED 188 323 EA 012 774

Study Plan for the Congressionally Mandated Study of School Finance. (Studies Authorized by Section 1203 of the Education Amendments of 1978.)

Department of Education, Washington, D.C.

Pub Date-May 80
Note-95p.; Appendices may be marginally legible due to faint or broken print of original document. School Finance Project.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Finance, Elementary Secondary Education, *Equal Education, *Federal Programs, *Government Role, *Private Education, Program Descriptions
Identifiers-*Education Amendments 1978

The study plan discussed here was prepared to fulfill a requirement in the Education Amendments of 1978 for transmission to Congress of a plan for studies dealing with the financing of elementary and secondary education. The plan is organized into three chapters. Chapter 1 briefly describes the contents of the study plan and provides a full description of studies that form the context of current concerns in school finance. These studies recognize the increasing interdependence of education finance with economic issues, social conditions, and broader areas of public policy for all governmental units. Also included in this chapter are studies that provide conceptual work on the issues of adequacy'' and equity,'' which are central to federal, state, and local activities in school finance. Chapter 2 describes the majority of the analytical work, organized around the four major policy areas. The culmination of the study plan is in Chapter 3, which focuses on optional strategies and designs for the federal role in education finance. An extensive appendix provides more indepth information on the study plan, including its development and implementation. (Author)

ED 188 346 EA 012 806

Fredrickson, John H.
What Are Schools Doing to Save Energy?
Pub Date-80
Note-7p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Facilities Improvement, Elementary Secondary Education, *Energy Conservation, *Facility Requirements, *Long Range Planning, *Policy Formation, School Districts
Identifiers-*Energy Audits

Many school districts are still approaching the energy crisis as though it were a temporary inconvenience. However, school districts that have recognized the gravity of the energy situation have conducted energy audits. Basically, there are two types of audits. The first is a simple walk through each building using a checklist format. The second requires the services of an outside consultant, generally an engineer or architect. This person conducts an indepth examination of the existing facilities to ascertain which, if any, physical modifications are feasible and what the costs and payback periods might be. Along with energy audits, some school districts have instituted unique conservation incentive programs. In Dade County (Florida) individual schools received 80 cents for every dollar they saved by conserving energy. For those school districts that have yet to direct serious attention to energy conservation matters, a composite list of activities currently being used by progressive districts throughout the nation is offered. (Author/MLF)

ED 187 841 CE 016 832

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part N. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-83p.; Parts of this document will not reprcduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, Clerical Workers, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, *File Clerks, Job Performance, Job Skills, *Mathematics, *Occupational Information, Office Occupations, Reading Skills, *Receptionists, *Typists
Identifiers-Adult Competency Education Project, *Bank Tellers, California (San Mateo County), *Grocery Checkers

This eleventh of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Typist I, Grocery Checker, File Clerk, Receptionist; Bank Teller; and Clerk, General Office. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (An office core job description containing competencies common to the office occupations included here is in CE 016 831.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC see Note.) (YLB)

ED 187 915 CE 025 595

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-37p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations, *Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, *Hospital Personnel, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Units of Study
Identifiers-Project CHOICE

This teaching unit, Hospitals, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These eight lessons on hospitals cover the departments and jobs found in a typical hospital and describe training and school skills necessary for various hospital related professions. An introductory section gives the rationale for the unit, goals, performance objectives, entry level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 188 188 CS 205 611

Seesholtz, Melvin C.

Language and Related Approaches to the Writing Process.

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-English Instruction, Higher Education, *Language Usage, *Linguistic Theory, North American English, Remedial Programs, *Two Year Colleges, *Writing (Composition), *Writing Instruction, Written Language

Providing instruction in language theory is an innovative technique for use in remedial and other composition courses in the two-year college. Such innovations provide intellectually stimulating material to students who lose interest when confronted with traditional grammar and composition. Students are acquainted with American Edited English in such a way as to make them aware of the power and range in the language and the need for a standard form among many dialects, as well as to facilitate the representation of abstract grammar and composition material in tangible, concrete forms. Theories and texts chosen should be compatible and coherent enough to introduce fundamental language concepts, and flexible enough to permit illustration by easily understood examples. A methodological approach founded on the work of Georges Gusdorf, S. I. Hayakawa, Noah Jacobs, and Roland Barthes and using Ferdinand de Saussure's model of the sign can present language and its usages in an understandable but challenging framework that can be illustrated by a wide range of popular language uses and misuses. (DF)

Conroy, Thomas R. Ewbank, Ray V. K.

Perspectives of Interfacing People with Technology in the Development of Office Automation.

Pub Date-May 80
Note-18p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexicc, May 18-23, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Automation, *Change Strategies, Futures (of Society), *Office Machines, *Organizational Communication, *Organizations (Groups), Technological Advancement

Noting the increasing impact of office automation on the workings of both people and organizations, this paper purposes the need for implementation methodologies, termed self-actualizing systems,'' to introduce automation technologies into the office environment with a minimum of trauma to workers. Such methodologies, it contends, allow users to become directly involved in the evolutionary development of the system from the outset through the process of planning, development, training, and developing equipment know how, so that they develop a full understanding of how the technology will be applied to their jobs. The paper concludes that as users become involved in the process they become an integral part in designing applications that fit their jobs. (FL)

ED 188 370 EC 124 174

Vance, Booney

WISC-R Profile Analysis in Differentiating Learning Disabled from Emotionally Disabled Children.

Pub Date-Mar 79

Note-19p.; Paper presented at the Annual Meeting of the American Psychological Association (March, 1979).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Classification, Diagnostic Tests, *Emotional Disturbances, Exceptional Child Research, *Identification, *Intelligence Tests, *Learning Disabilities, Student Evaluation, *Testing Problems, Tests

Identifiers-*Wechsler Intelligence Scale for Children (Revised)

The paper examines the usefulness of the Wechsler Intelligence Scale for Children-Revised (WISC-R) subtest score pattern for distinguishing between groups of handicapped children, specifically learning disabled and emotionally disturbed students. The author asserts that no single clear cut pattern characteristic of either population is likely to emerge, and that intellectual patterning should not be the sole basis for placing children in classes for the brain damaged or the emotionally disturbed. Research concerning the WISC-R and learning disabled and emotionally disturbed children is reviewed separately. The importance of analyzing individual students' performances is emphasized. (CL)

ED 188 393 EC 124 353

Brock, Kathy Cole And Others

Reading for the Hearing Impaired: A Program That Works.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-35).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Decoding (Reading), Elementary Secondary Education, Exceptional Child Research, *Hearing Impairments, Program Effectiveness, *Reading Instruction, Reading Programs, Total Communication

Identifiers-*Monterey Reading Program

Data are presented on the use of the Monterey Reading program, a multilevel individualized approach to teaching basic reading skills and improving decoding skills, with 21 hearing impaired students in the Charlotte-Mecklenburg (NC) school system. The Monterey program is further explained to provide built in reinforcement, measurable feedback for both instructor and student, and continuous evaluation. Four modifications were used with the hearing impaired students: total communication, closest sound approximation, visual and tactile clues, and voiced stop consonants. (CL)

ED 187 877 CE 025 318

Tadlock, Larry E.

An Analysis of the Vocational Education Needs in Washington State for Youth with Handicapping Conditions. Final Report.

Washington State Commission for Vocational Education, Olympia.
Pub Date-May 78
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, *Disabilities, *Educational Needs, *Needs Assessment, State Surveys, Student Needs, Teacher Attitudes, *Vocational Education
Identifiers-*Washington

A study was conducted to identify and analyze information related to the vocational education needs in Washington for youth with handicapping conditions. Data were collected through a survey of 340 educators, including vocational teachers with and without experience teaching handicapped youth, vocational directors, superintendents, and special education coordinators. Results of the survey identified 38 needs with the amount of agreement on the needs ranging from 23 percent to 70 percent. Among the ten most frequently cited needs identified were that local communities (1) need to know the true abilities and potentials of the handicapped, (2) need sufficient resources to hire and train the handicapped students, (3) need to understand the social and economic value of vocational training for handicapped students, and (4) need to develop an awareness of the vocational education needs of handicapped students. Another high priority need was that staff members need to increase their knowledge of special education. Vocational teachers need to be able to use specialized teaching techniques and methods that are appropriate for handicapped learners. (The survey instrument is appended.) (LRA)

ED 187 934 CE 025 635

Military Curricula for Vocational & Technical Education. Drug and Alcohol Abuse Classroom Course 17-10.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-1,184p.; Parts of this document will not reproduce well due to broken type. For a related document see CE 025 636.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF09/PC48 Plus Postage.
Descriptors-Alcohol Education, *Alcoholism, Behavioral Objectives, *Counseling Techniques, Counselor Training, Course Descriptions, Crisis Intervention, Curriculum Guides, *Drug Abuse, Drug Education, *Drug Rehabilitation, Etiology, Group Dynamics, Hotlines (Public), Human Services, Individual Counseling, Learning Activities, Mental Health, Pharmacy, Postsecondary Education, *Program Administration, Program Development, Referral, *Rehabilitation Counseling, Rehabilitation Programs, Secondary Education, Social Action, Values Clarification, Workbooks
Identifiers-Military Curricula

These teaching guides and student study guides and workbooks for a secondary-postsecondary-level course for drug and alcohol abuse program personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 292-hour course is to provide instruction in the areas of drug and alcohol abuse, rehabilitation, and education. The course contains two blocks of instruction Introduction to Social Actions and Basic Skills and Knowledge. Section 1, contained in the first part of the course, Equal Opportunity and Treatment,'' (see Note) includes four lessons requiring 66 hours of instruction. Section 2, contained in this document, covers Basic Drug and Alcohol Skills and Knowledge (31 hours), Counseling Techniques (69 hours), Program Management and Application (39 hours), Principles and Techniques of Drug/Alcohol Education (42 hours), and Group Facilitation Techniques (45 hours). The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the student study guides and workbooks include text materials and some review exercises. (YLB)

ED 187 952 CE 025 683

Agricultural Marketing. Instructor's Guide. Volume 12, Number 9. Agdex 810, Catalog Number AG-81-I.

Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date-79
Note-214p.; For related documents see CE 025 682.
Available from-Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri Columbia, Columbia, MO ($8.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agribusiness, *Agricultural Education, *Dairy Farmers, *Grains (Food), Instructional Materials, Learning Activities, Learning Modules, *Livestock, *Marketing, Teaching Guides, *Vocational Education

This instructor's guide contains twenty lessons for teaching a curriculum unit in agricultural marketing. Each lesson includes the following instructional elements: objectives, study questions, references, teaching procedures, transparency masters, exams, and answer keys. The lessons cover the following questions: (1) What is marketing? (2) What are goals of the marketing system? (3) How do cash grain markets operate? (4) How does grain grading affect price? (5) How can I market grain with a protected price? (6) What are some alternative grain marketing methods? (7) How can futures markets aid in the marketing of grain? (8) What is the significance of marketing trends in livestock? (9) How are cattle prices determined? (10) How is the value of market hogs determined? (11) What is involved in marketing livestock by the carcass weight and grade method? (12) What is involved in the marketing of feeder cattle and feeder pigs? (13) How can I market livestock with a protected price? (14) What is the use of the futures market in livestock marketing? (15) Why is basis so important? (16) What are some alternative livestock marketing methods? (17) What are marketing and pricing methods of milk? (18) How are dairy products marketed? (19) How is the fluid and blend price for milk determined? and (20) What marketing decisions are faced by the milk producer? (BM)

ED 187 975 CE 025 758

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-65p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study, *Vocational Interests
Identifiers-Project CHOICE

This junior high teaching unit, Career Center Activities, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is divided into two parts. Part 1 contains a variety of interest inventories, worksheets, and evaluation forms. Part 2 consists of a collection of individualized task cards grouped by subject/content area to guide students in identifying individual vocational interests. This is one of five units in the series applicable to all twelve career clusters. (For other junior high units see CE 025 738-765.) (LRA)

ED 187 996 CE 025 779

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-46p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Optometry, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit, The Optometrist, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Health Occupations Career Cluster, these ten lessons introduce terminology, give background into the field of optometry and introduce other optical health related fields. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4 CE 766-789.) (MEK)

ED 188 016 CE 025 881

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-48p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880, CE 025 883, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Public Service Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on community workers is part of the Public Service Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains ten lessons designed to acquaint students with the world of work in their env;-ronment. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 037 CG 014 416

Bukacek, Susan E.
Expectancy for Problem Solving.
Pub Date-80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Behavior Change, Discriminant Analysis, *Expectation, *Interaction, *Item Analysis, *Problem Solving, Psychotherapy, Test Construction, *Test Reliability
Identifiers-*Rotter (Julian B)

Generalized expectancies for problem solving referred to by Rotter appear to have significant relevance to the field of psychotherapy, particularly four specific expectancies of interest: (1) looking for alternatives; (2) understanding the motives of others; (3) long-term planning; and (4) discriminating differences in psychological situations. A new Likert-type scale, developed and revised on the basis of item analysis of internal consistency and an analysis of factors measuring generalized expectancies for problem solving, was administered to 235 subjects over a three-month period. The test items were written as face-valid measures, and randomly ordered and checked so that items from each expectancy were not grouped together. Items were also written to contain an equal number of positive and negative statements. Findings indicated test-retest reliability to be satisfactory. (Author)

ED 188 079 CG 014 476

Rambo, Brenda Clanton And Others

Marital Values and Factors Associated With Marriage Stability.

Pub Date-26 Mar 80
Note-40p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Children, *Educational Attainment, Interpersonal Attraction, *Interpersonal Relationship, *Marital Instability, *Marriage, Mate Selection, *Parent Attitudes, Questionnaires, *Religious Factors, Research Projects, Values
Identifiers-*Marital Satisfaction

The breakdown of marriage within American society is a serious problem as evidenced by high divorce rates and numerous separations and family problems. A Marriage Values Questionnaire, developed to determine reasons for marrying and staying married and the impact of religion on marital stability, was completed by 305 subjects, ranging in age from 18 to 80 and married from 2 weeks to 60 years. Data were analyzed by age, sex, ethnic group, educational level, religious preference, and level of religious commitment. Results indicated that men and women marry and remain married for the same reasons with love as the most highly rated reason. Individuals at the graduate-work educational level ranked sexual attractiveness, education and intelligence of mate, educational similarity, and emotional stability significantly higher than high school graduates. Marital satisfaction decreased for women after the birth of children and was greater for religious persons than for nonbelievers. (NRB)

ED 188 123 CS 005 480

Amiran, MindaRae

Defining and Testing High School Reading Objectives.

Pub Date-May 80
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Educational Objectives, *English Curriculum, *Reading Comprehension, *Reading Instruction, Secondary Education, Testing
Identifiers-*Inference Comprehension, *Inference Skills

A sampling of the literature on reading objectives shows a weak sense of direction beyond elementary school. After assessing the problem, the Bureau of Language Arts of the Chicago Board of Education selected inference as the focus of high school reading. To develop a taxonomy of inferences, the Chicago committee began inductively, by writing or selecting passages or stories which its members intuited as being increasingly difficult and appropriate for the various years in high school. The texts chosen were progressively more difficult in terms of the inferences required to conprehend them. In subsequent pilot testing, items that proved difficult included inferences involving judgment or emphasis; questions involving discrimination between related motives or characteristics; inferences of part/whole relations; and questions about the climax of the story, about the relation of setting to plot, and about the function of an incident. However, it was believed that as the fiction reading objectives came to be the more consistent focus of teaching, the Chicago schools would see a marked improvement in reading comprehension. Too, inferential reasoning would at least be one of the instructional emphases in Chicago's high school English courses. (HOD)

ED 188 144 CS 005 510

Donaldson, Gregory August, Bonne T.

Adult Learning Center and Reading Academy Curriculum.''

New York City Community Coll., Brooklyn, N.Y. Div. of Continuing Education and Extension Services.

Spons Agency-New York State Education Dept., Albany. Div. of Continuing Education.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-Dec 79

Note-19p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Adult Reading Programs, Communication Skills, *Content Area Reading, Curriculum Guides, Mathematics Instruction, *Program Content, *Program Development, Reading Instruction, Reading Skills, Study Skills, Writing Skills

A reading curriculum for adult learners is described, offering guidelines for instruction at three levels of reading equivalency (nonreader to third grade, third through sixth grade, and sixth through ninth grade). The curriculum is designed to help adults develop skills in reading, writing, mathematics, and studying in the content areas. After summaries of significant aspects of the approach used in the curriculum, lessons for each instructional level are outlined, with comments on entrance requirements and suggested instructional techniques. A list of selected classroom reading materials and a list of paperback books are attached. (RL)

Milford, Patricia

Laughter as Communication: Some Intercultural Implications.

Pub Date-May 80
Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Problems, *Cultural Differences, *Humor, Individual Differences, Interpersonal Relationship, *Nonverbal Communication, *Paralinguistics, Personality Traits
Identifiers-*Intercultural Communication, *Laughter

Understanding how laughter communicates helps to explain how individuals respond to laughter in intercultural situations. There are three manifestations of laughter: reflex responses to particular physical stimuli; automatic reactions to informative stimuli that can be intentionally controlled; and symbols encoded with semantic meanings significant to the sender and the receiver. Symbolic laughter is voluntary, so there is wide variation in the sender's awareness of intent. In intercultural situations, reflex laughter is the only manifestation whose meaning is constant and understood across cultures. Automatic laughter is highly ambiguous, because it relates to the repressions of the individual and socially learned behaviors. Within groups that are heterogeneous, automatic laughter will not necessarily function to unite the group and establish or reinforce norms. On the contrary, automatic laughter may be disruptive, creating misunderstandings and tension. Only when people share the same attitudes or overcome their differences will they laugh together spontaneously, sharing the benefits of the experience. Symbolic laughter between individuals from different backgrounds may not be understood at all. Since it is intentional communication, symbolic laughter depends on context for correct interpretation. Laughter, therefore, is not a universal language, though it is used similarly within all cultures. Rather than providing a pleasant means of communicating, laughter is risky, open to misinterpretation, and a reminder of cultural differences. (RL)

ED 188 302 EA 012 750

Energy Cost and Consumption Audit Report 1976-79.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; Energy Task Force, Washington, D.C.

Spons Agency-EXXON Corp., New York, N.Y.
Pub Date-80
Note-338p.; For a related document, see ED 140 465.
Available from-The Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, DC 20036 ($20.00).
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Building Operation, *Comparative Analysis, Energy, *Energy Conservation, *Expenditures, *Fuel Consumption, Fuels, *Heating, Higher Education, Measurement, National Surveys, Tables (Data), *Unit Costs

Results reported in this document were obtained from a questionnaire distributed to members of the Association of Physical Plant Administrators of Universities and Colleges (APPA) and the National Association of College and University Business Officers (NACUBO). Questionnaires were returned by 541 members, and of this number only two provided insufficient information. The data cover the three-year period of 1976 through 1979. The report is divided into ten sections and provides individual campus data for campus-by-campus comparisons. Sections 2 through 4 are on a total campus'' basis, showing three years of data collected from the institutions in a composite format. Institutions are grouped together by location or by size to facilitate comparative analysis. Section 5 provides individual building data for eight functional types of facilities. Only 15 percent of the colleges and universities provided building data for individual buildings. The last five sections have been changed from the previous report with additional information providing a more effective analysis of individual utility costs and comsumption. This report adds sections on electricity, natural gas, and coal. These additions enable comparisons on a fuel-by-fuel basis for institutions of similar size. Because the data cover three years, trends in cost escalation and reduction in comsumption are indicated. (Author/MLF)

ED 188 419 EC 124 379

Antonelli, Charles J. And Others

Evaluating Client Progress: A Data Based System for Group or Individualized Therapy.

Pub Date-Apr 80

Note-25p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-4). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Data Collection, *Evaluation Methods, Exceptional Child Research, Research Methodology, *Severe Mental Retardation

The paper describes a data collection system useful for monitoring the progress of severely and profoundly retarded clients. Three studies are reviewed which utilized data based systems: a staff injury prevention program with eight employees, a program which taught instruction following skills to 59 severely and profoundly retarded adults, and a program which taught communication skills to five profoundly retarded adults. It is explained that client performance was rated utilizing target behaviors which were task analyzed into response chains consisting of verbal and physical actions and defined levels of staff-client interaction. The data system is seen to provide a basis for client progress evaluation and accountability for group or individualized therapy programs. (SBH)

ED 188 165 CS 205 486

Stratman, James F.

Student-Created Heuristics and Writing Inquiries.

Pub Date-Mar 80

Note-33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Higher Education, Instructional Materials, Secondary Education, *Student Developed Materials, Student Interests, *Student Participation, Student Role, *Writing (Composition), *Writing Instruction

Identifiers-*Composition Process, Heuristic Methods, *Heuristics

The first section of this paper addresses the question of whether composition teachers should present heuristic models for students to assimilate or should attempt to elicit directly from students the tacit heuristics they already use. It suggests that creating heuristic models in the classroom has the advantage of teaching cooperative inquiry, and it describes how such models can be evoked directly from students. The second section provides a brief review of the literature on evaluating heuristic procedures, with emphasis on J. Lauer's concept of metatheory.'' Discussed Lauer's three evaluation criteria of transcendency, flexible direction, and generative power. The third section describes a classroom experiment in which the composition instructor attempted to elicit heuristic models from students, using an inquiry approach that involved the following procedures: (1) range-finding, (2) categorizing questions, (3) defining categories and purpose, (4) comparing student categories, (5) sampling questions, (6) presenting new information, and (7) redefining categories and purpose. The last section concludes that teachers should be concerned less with trying to teach students the invention process and more with utilizing their own inventiveness in staging inquiries. (AEA)

ED 188 233 CS 205 662

Peterson, Thane

Literary Aspects of a Girlie Magazine: The Literary Contributions of Esquire, 1933-43.

Pub Date-Mar 78

Note-43p.; Plan B paper for Master of Arts Program.

Pub Type- Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Authors, *English Literature, Journalism, Literary Criticism, *Periodicals, *Popular Culture, *United States Literature

Identifiers-*Esquire

From its inauspicious beginnings as a men's store giveaway and a girlie'' magazine in 1933, Esquire'' magazine quickly established a policy of literary excellence. By 1945, the magazine included the works

on such major literary figures as Erskine Caldwell, John Dos Passos, Dashiell Hammett, Ernest Hemingway, Ring Lardner, James T. Farrell, E. E. Cummings, F. Scott Fitzgerald, Thomas Mann, Bertrand Russell, John Steinbeck, Upton Sinclair, and Ezra Pound. Editor Arnold Gingrich used the pages of Esquire'' to publish the works of established writers, engage in controversial discussion, and encourage undiscovered writers. (DF)

ED 188 347 EA 012 807

Fredrickson, John H.
Coping with Declining Enrollments.
Pub Date-80
Note-8p.
Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Principles, Basic Skills, Compliance (Legal), Curriculum Evaluation, *Declining Enrollment, *Demography, *Educational Facilities Planning, Elementary Secondary Education, Enrollment Projections, Federal Legislation, *Long Range Planning, Master Plans, Reduction in Force, *School Closing, School Community Relationship, Space Utilization, Teacher Employment

The current decline in enrollment has had a significant impact on teachers, curriculum, community relations, administrators, and facilities of the public education system. The current cutback procedures of teacher reduction-in-force have fostered a predominantly white, largely middle-class, and definitely middle-aged teaching profession. With fewer new teachers entering the field, the use of innovative teaching techniques and diversified programs may decline. Community relations between communities and school districts have not fared well because of the lack of convincing communication by many school officials. Administrators, after having developed the skills necessary to cope with almost continual growth, must now devise methods to manage decline. Many school districts have the dilemma of what to do with partially used or unused school facilities. A number of steps are advocated to achieve an appropriate master plan. Then the following questions should be considered: How might present surplus space be (1) affected by federal legislation, (2) utilized efficiently for other educationally oriented activities, (3) adapted effectively to suit future educational demands and clientele, and (4) leased or sold to other educational and/or noneducational agencies? (Author/MLF)

ED 187 859   CE 024 750

Calhoun, Calfrey C.

Career Education in Business Education: 4. Current Status and Future Direction.

National Business Education Association, Reston, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- Mar 80
Contract-300-78-0414
Note-43p.; Small type and italics will not reproduce well. For related documents see CE 024 747-749.
Available from-National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($4.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business Education, *Business Education Teachers, *Career Education, *Information Needs, Integrated Curriculum, National Surveys, Needs Assessment, Postsecondary Education, Secondary Education, *Teacher Attitudes, *Teacher Participation
Identifiers-National Business Education Association

A National Business Education Association (NBEA) survey (spring 1979) sought to gather information and views from NBEA members regarding the status and need for career education in business programs and to identify the types of assistance members needed to further their active participation in career education. The survey focused on four topics: (1) career education in the schools, (2) integration of career education into business education, (3) attitudes toward career education, and (4) needed assistance. Findings indicated that about half of the respondents worked in school and school districts where career education programs existed. Seventy-five percent integrated career education on a daily or weekly basis. The most frequent problems anticipated in increasing time spent on career education included not enough instructional time, lack of money, and low priority of career education integration. Attitudes toward career education were mostly positive, and respondents favored their continued and increased participation in career education. Respondents wanted services and materials of all kinds related to what and how they taught and regarded NBEA as a suitable agent for them. Career education information needed included information on instructional materials and teaching techniques. State education agencies, NBEA, and local school districts were preferred as sources of career education information. (The questionnaire is appended.) (YLB)

ED 187 916 CE 025 596

Project CHOICE. Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 78

Note-46p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-595, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, and CE 025 609.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Physicians, Units of Study

Identifiers-Project CHOICE

This teaching unit, Physicians, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These eleven lessons about physicians explore various duties of a physician, basic information about preventive medicine, the equipment and facilities a physician uses, and types of careers available to a person who chooses this career. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

ED 188 059 CG 014 456

Heritage, Jeannette G. West, W. Beryl
Sexual Problems of Counselees.

Pub Date-6 Oct 79
Note-10p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979).
Pub Type- Reports - Research (143) - Guides - General (050) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *Child Abuse, *Counselor Role, Counselors, *Family Problems, Individual Characteristics, *Marital Instability, Marriage Counseling, Psychological Needs, School Counseling, *Sexuality, State of the Art Reviews, *Student Behavior

Approximately 50% of American marriages have some sexual dysfunction. Because sexuality is an important part of a person's life, counselors should be sensitive to sexual concerns of their clients. Taking an adequate sex history and highlighting problem areas may increase counseling efficiency. When counselors teach courses on human sexuality, they may note an increase in the number of subsequent clients presenting sexual problems. School counselors who provide an atmosphere conducive to sharing and exploration will have students seek them out for counseling about sexual matters. Several case studies are described which focus on typical presenting problems: dyspareunia, difficulty in becoming pregnant, homosexuality, impotency and orgasmic concerns. Additionally, a listing is included which suggests some of those symptoms of sexual abuse to which counselors should be sensitive. (Author/NRB)

ED 188 101 CG 014 499

Falbo, Toni Peplau, Letitia Anne

Sex-Role, Self-Concept and Power in Intimate Relationships.
Pub Date-79
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Androgyny, Communication (Thought Transfer), Decision Making, *Individual Power, *Influences, Interaction, *Interpersonal Relationship, *Self Concept, Sex Differences, *Sex Role
Identifiers-*Intimacy, Personal Attributes Questionnaire

Research with a two-dimensional model of power strategies used in intimate relationships has found that men are more likely to report using direct bilateral strategies, while women are more likely to report using indirect, unilateral strategies. The relationships among sex-role, self-concept, and the power strategies used in intimate relationships were investigated to identify the differences between persons classified as masculine, feminine, undifferentiated, or androgynous by the Personal Attributes Questionnaire (PAQ). College students (N 100) completed questionnaires on their background and romantic/sexual relationships in addition to the PAQ. Results indicated that androgynous persons used bilateral strategies such as persuasion, bargaining, and positive affect in getting their way. Undifferentiated persons used unilateral strategies such as emotional withdrawal or pursuing their own ends regardless. Masculine individuals preferred direct strategies such as asking their partners to do what they wanted, while feminine individuals chose indirect, unilateral strategies such as pouting. Overall findings were consistent with expectations based on definitions of the PAQ types. (Author/HLM)

ED 188 189

CS 205 614

Southwell, Michael G.

Evaluating Writing Courses and Programs: Some Practical Management and Design Considerations.

Pub Date-Mar 80

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Evaluation, *Evaluation Criteria, Higher Education, *Program Evaluation, Student Attitudes, *Student Evaluation, Teacher Attitudes, *Writing (Composition), *Writing Instruction

Identifiers-Writing Apprehension

A model for designing a writing program evaluation is based on the assumptions that the entire writing course or program is evaluated, not just student writing; that the evaluation is summative rather than formative; and that the role of the evaluator is clearly defined. The procedure for implementing the evaluation should include the following steps: (1) pilot-testing the evaluation instrument; (2) evaluating student writing using holistic scoring or descriptive measures; (3) evaluating student attitudes using standard writing apprehension tests, questionnaires, interviews, or participant-observer studies; (4) evaluating teacher attitudes using questionnaires or interviews supplemented by student evaluations and administrative observations; (5) evaluating administrator attitudes using interviews; (6) analyzing the transferability of the course (the ability of the course to be taught successfully by many different teachers); (7) considering demographic information such as pass and retention rates; and (8) implementing a longitudinal study of the effects of instruction. (AEA)

ED 188 211   CS 205 637

Roberts, Nancy L.

From Pumps, Pearls, and Pleats to Pants, Briefcases, and Hardhats: Changes in the Portrayal of Women in Advertising and Fiction in Ladies' Home Journal,'' 1960-62 to 1974-76.

Pub Date-Aug 80

Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980). Print marginally legible.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advertising, Comparative Analysis, Content Analysis, *Females, Feminism, *Fiction, *Media Research, *Periodicals, *Sex Role, Social Change, Trend Analysis

Identifiers-*Ladies Home Journal

A content analysis of issues of Ladies' Home Journal'' drawn from the early 1960s and from the mid-1970s was conducted to determine if fiction and advertising in the magazines had shown any response to the women's movement and if there was a difference between fiction and advertising in their response to that movement. A total of 12 issues of the magazine from the prefeminist movement period of 1960-62 (before the publication of Betty Friedan's The Feminine Mystique'') and 12 issues from the period 1974-76 (the period following the most active feminist movement stage) were analyzed. The analysis included 42 fiction stories and 381 advertisements from the first period and 19 fiction stories and 470 advertisements from the second period. The ads and stories were classified as either domestic'' or nondomestic.'' The findings showed that while fiction appeared to remain consistently traditional in its portrayal of women in the two periods, advertising showed a measurable degree of change, with more nondomestic, active, nontraditional portrayals of women in the second period than in the first. (FL)

ED 188 256

CS 502 945

Portnoy, Enid P. Gardner, Julie M.

A Perceptual Measure of Children's Developmental Somatotypic Preferences.

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, Elementary Education, *Interpersonal Attraction, Nonverbal Communication, *Perceptual Development, *Personality Traits, *Physical Characteristics, Research, *Role Perception
Identifiers-*Communication Research

Somatotyping is a term that has evolved for the reliable recognition of the expected relationship between body type and personality traits. Using a somatotypic measure, a study was conducted to identify the developmental changes in children's attraction preferences within their own peer groups, as tested in kindergarten, third, and sixth grades. The major attraction dimensions measured were physical, social, and task attraction. A total of 347 students participated. The students were shown posters with silhouettes illustrating three extreme body types (ectomorphy, mesomorphy, and endomorphy) and were asked to select a preferred body type related to the series of attraction variables being measured. The results indicated that a clear stereotype of body type attraction perceptions and preferences does exist for children of these ages. Generally, kindergarten children preferred the ectomorph, while third and sixth grade students preferred the mesomorph for all variables measured. A steadily increasing preference toward the mesomorph and away from the endomorph was observed as grade level advanced. (FL)

ED 188 324 EA 012 775

Gootas, Harry P. Rutherford, Jerry L.

Professional Evaluation for Teachers . . . Policy to Practice.

Ralston School District 54, Nebr.
Pub Date-20 Apr 80
Note-29p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Miami Beach, FL, April 19-23, 1980). Some pages may not reproduce clearly.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, Program Descriptions, Records (Forms), *Teacher Evaluation
Identifiers-*Ralston Public Schools NE

This paper is an overview of a teacher evaluation program developed by two elementary school principals in Ralston, Nebraska. The program's development is traced from its planning stage through implementation. Points of emphasis show how administrators and teachers jointly developed teacher standards of competence and show how this relationship was fostered throughout the evaluation process. Topics relating to the implementation of the evaluation program include formative and summative evaluation cycles and timelines and how these affect probationary and tenured teachers. Special emphasis is placed on dealing with marginal teachers and the use of due process procedures. A sample teacher evaluation form is included. (Author/LD)

ED 188 394 EC 124 354

Smith, Patricia McGill

International Trends in the Parent Movement: Obstacles and Opportunities.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-9).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, *Foreign Countries, *Parent Associations, Parent Education, Parents, Program Descriptions, Trend Analysis

The parent of a handicapped child reviews the development of parent groups and parent advocacy internationally. Among the programs described are weekend education courses for parents in Norway, deinstitutionalization efforts in England, mass media approaches in France, and the Extend-a-Family program in Canada in which a handicapped child is matched to a volunteer family. Concerns are voiced about the availability of early infant intervention programs, the need for deinstitutionalization, and the importance of respite care. The similarity of parents' needs throughout the world is stressed. (CL)

ED 187 896 CE 025 549

Orsak, Charles G., Jr. And Others

An Assessment of Need for Developing and Implementing Technical and Skilled Worker Training for the Solar Energy Industry. Final Report.

Navarro Coll., Corsicana, Tex.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date-13 Jan 78

Grant-DE-EG-77-S-04-3869

Note-352p.; Parts of this document will not reproduce well due to light and broken type. For related documents see ED 181 312-315 and ED 182 461.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Educational Needs, Educational Planning, *Employment Opportunities, Job Analysis, Job Development, Labor Force Development, Labor Needs, Long Range Planning, *Needs Assessment, *Solar Radiation, Surveys

The objective of this project was to determine the need for manpower training in solar energy technology and report it on a regional and/or state basis. Three basic questions were to be answered by the project: (1) Based on a survey of solar heating and cooling systems equipment, what types of systems are being manufactured? (2) What is the quantitative demand for workers to install and maintain such equipment? and (3) What skills must be possessed by solar workers? Among the findings reported was that the typical installation time for a domestic hot water system is forty man hours, plus an additional ten man hours required for design, and two man hours per year for maintenance. An analysis of the tasks for design, installation, and maintenance for a typical solar system reveals that the solar tasks accounted for approximately 20 percent of the total task time. The remaining 80 percent of the tasks could be performed by solar-trained conventional tradesmen. To supply the required number of solar technicians and mechanics at a steady rate, a minimum of 4,000 workers must be trained every year to fulfill the increment in demand until 1985. (Appended material includes the contractors' survey form, the task inventory form, and task analysis information.) (LRA)

ED 188 038 CG 014 417

Bailey, Bruce E. Butler, John W.

An MMPI Derived Child Abuser Scale: An Area in Need of Future Research.

Pub Date-16 Apr 80
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979). Best copy available.
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Rating Scales, *Child Abuse, Classification, *Identification, *Measures (Individuals), Mothers, *Profiles, Test Construction, *Test Validity
Identifiers-*Minnesota Multiphasic Personality Inventory

Information useful for the identification of child abusers was developed. Data initially collected provided feedback concerning the characteristics and attitudes of child abusers. An MMPI profile analysis was conducted in the second phase of the study. While 10 of the 15 subjects had one or more scale scores above T-70, the average group profile revealed no scales above T-70. Results from the third phase of the study, i.e., testing the predictive validity of an existant MMPI child abuser scale, indicated that this scale was not effective in identifying the child abusing subjects. A new MMPI derived child abuser identification scale, developed in the fourth phase, proved to have concurrent validity, in that the scale correctly identified 14 of the 15 child abusers. (Author)

ED 188 234 CS 205 663

Werdman, Anne M. Caffrey, Thomas J.
Freeing the Child'' for Creative Language Use.
Pub Date-Mar 80
Note-8p.; Paper presented at the Annual Meeting of the International Reading Association Eastern Regional Conference (3rd, Niagara Falls, NY, March 27-29, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Creative Activities, *Creative Expression, *Creativity, *Experiential Learning, Language Acquisition, *Language Usage, Learning Activities
Identifiers-*Transactional Analysis

In the framework of Transactional Analysis, there are three ego states, the Parent, Child, and Adult. Students' enthusiasm for learning is directly related to the health of their Child ego state. Since the Adult ego state exemplifies the rational part, schools can be seen as organized to further the functioning of this state. An examination of courses of study, curriculum guides, teacher's editions of textbooks, and actual classroom activities reveals an urgency to get students to act consistently in the Adult state, where they examine data, make comparisons, infer relationships, and draw conclusions in order to solve problems. However, language learning can be more effective when the Adult ego state functions in service of the Child. In this way, students' curiosity, spontaneity, and creativity are channelled into making learning exciting and enjoyable. Activity sequences should be chosen to foster creative investigation and expression, and should culminate in composing experiences based on first-hand activities in collection of data. (Several activities are included.) (Author/DF)

ED 188 371 EC 124 175

Abuse and Neglect of Children in Institutions, 1979. Hearings before the Subcommittee on Child and Human Development of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Examination of the Problems of Abuse and Neglect of Children Residing in Institutions or Group Residential Settings (January 4, 1979, San Francisco, California, January 24, 1979, Washington, D.C., May 31, 1979, Los Angeles, California).

Congress of the U.S., Washington, D.C. Senate.

Pub Date-79

Note-580p.; Not available in hard copy due to marginal legibility of the original document. Illegible pages have been removed.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Abuse, Child Advocacy, *Child Neglect, Children, Disabilities, Foster Family, *Foster Homes, Government Role, Hearings, *Institutionalized Persons, *Institutions

The papers from three 1979 Congressional hearings examine the abuse and neglect of children, both handicapped and nonhandicapped, in foster homes and institutions. Thirty-two prepared statements are included by representatives of such agencies as the Children's Defense Fund; San Francisco Child Abuse Council; Child Welfare League of America; Parents Anonymous; Department of Health, Education, and Welfare; and state departments of Human Resources. Personal accounts of abuse in institutions or group homes are included. Among many issues addressed are the federal government's role in monitoring programs, conditions of institutions, legal issues, state legislation, and fiscal issues. (CL)

ED 188 420 EC 124 380

Marlowe, Mike

The Games Analysis Intervention: A Procedure to Increase the Peer Acceptance and Social Adjustment of Socially Isolated Children.

Pub Date-Apr 80

Note-30p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-5).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, Emotional Disturbances, Exceptional Child Research, *Games, *Motor Development, Movement Education, *Peer Acceptance, *Social Adjustment, *Withdrawal (Psychology)

The effectiveness of a therapeutic motor development program in increasing the social adjustment and peer acceptance of seven socially isolated fifth grade children was investigated using a single subject experimental design. The program was based on the games analysis model which allows movement games to be designed for individual motoric, social, and emotional needs of the participants. The experimental condition included instruction in the games analysis process; assessment of each child's motor skills in striking, throwing, running, catching, and kicking; and playing games geared to the children's stage of social and motor development. Analysis of pretest-posttest assessment of the peer status of the socially isolated Ss indicated that all seven Ss made median rank position gains in peer acceptance. Through experimental analysis of the single case subjects it was observed that the games analysis training resulted in a controlling effect on task participation and social orientation. (Author)

ED 187 842 CE 016 833

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part O. ACE Competency Based Job Descriptions: San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Adult Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-99p.; Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, Behavioral Objectives, Bookkeeping, *Clerical Workers, *Communication Skills, Competency Based Education, Employment Potential, Employment Qualifications, Evaluation Criteria, *File Clerks, Job Performance, Job Skills, *Mathematics, *Medical Record Technicians, *Occupational Information, Reading Skills, Recordkeeping
Identifiers-Adult Competency Education Project, California (San Mateo County), Mail Room Occupations, *Mail Sorters, *Payroll Clerks

This twelfth of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Ward Clerk, Account Clerk, Mail Handler (Messenger), and Payroll Clerk. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable

ED 187 878 CE 025 367

Miller, Harry G. Lee, Hyon Chong
Adult Education in Korea.
Southern Illinois Univ., Carbondale. Coll. of Education.
Pub Date-23 Jun 80
Note-26p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adults, Citizenship Education, Community Education, *Continuing Education, Educational Development, Foreign Countries, Labor Education, National Programs, Nonformal Education, Womens Education
Identifiers-*Korea, Saemaul Education

Adult and continuing education in Korea is associated with a national emphasis on social education in nonformal settings outside traditional elementary and secondary systems. During the last decades, achievements have included growth in the variety of programs, national attention to the necessity of adult and continuing education, and expansion of programs to meet the needs of more groups. Problems faced include shortage of financial resources and support, lack of coordination with universities, lack of knowledge pertaining to organization of adult instructional plans, an lack of information, materials, and learning experiences for instructional programs on the basis of community services. Korean society continues to provide educational opportunities through all the following programs: (1) vocational, technical, and professional education and training for Korean adults; (2) education for the use of leisure time, and maintenance of mental and physical health;

ED 187 953 CE 025 686

Luchsinger, L. B. Koehler, C. R.

Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education. Final Technical Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 80

Note-87p.; Some appendix pages will not reproduce well due to light and broken type.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Associate Degrees, *Community Colleges, Comparative Analysis, *Educational Certificates, *Employer Attitudes, Employment Practices, Graduates, Job Placement, Postsecondary Education, State Surveys, *Vocational Education, *Vocational Schools

Identifiers-Colorado

A study was conducted to determine if different benefits would accrue to Colorado graduates of Associate of Applied Science Degrees (AAS), Associate of Occupational Studies Degrees (AOS), and vocational certificate programs if the programs were of equal length, occupational curriculum content, and quality of instruction. As a part of the study, an instrument for statewide use in assessing employer attitudes was developed. One hundred thirty-eight individuals representing a variety of employing agencies were surveyed. Survey results indicated that, when given two hypothetical job applicants with similar qualifications except that one applicant had an AAS degree and one had a two-year vocational certificate, 51 percent of respondents selected the AAS degree, 37 percent selected the certificate, and 12 percent had no preference for hiring. Also, when respondents were asked to rank hypothetical individuals for hiring likelihood and promotion potential, individuals with the AAS degree were ranked significantly higher than those with

ED 187 976 CE 025 759

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-19p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, *Commercial Art, Educational Resources, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This junior high teaching unit on commercial art as a career is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the theories and skills in commercial art. (The unit is one of five in the series on the fine arts and humanities career cluster. For these and junior high units in other clusters, see CE 025 738-765.) (LRA)

ED 188 017 CE 025 883

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-53p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, and CE 025 885-893.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, *Fire Fighters, Grade 1, Grade 2, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, Teaching Guides, Units of Study
Identifiers-Project CHOICE

This teaching unit on firefighting is part of the Public Service Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains nine lessons designed to acquaint students with terminology and background related to fire personnel. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

ED 188 080 CG 014 477

Barnett, Mark A. And Others

Experiencing Negative Affect About Self or Other: Effects on Helping Behavior in Children and Adults.

Pub Date-May 80
Note-13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Affective Behavior, *Altruism, *Children, Emotional Response, *Empathy, Helping Relationship, Prosocial Behavior, Psychological Patterns, Self Concept
Identifiers-*Mood Inducement, *Transference

The differential effects of self- and other-directed negative affect on subsequent generosity are explored in two studies, both using a modified version of the direct mood inducement procedure (Moore, 1973). Subjects (N 85) in the first experiment were children aged 7-12. Subjects (N 48) in the second experiment were college undergraduates. Subjects in both studies were instructed to think about and discuss sad incidents experienced by themselves or others prior to the opportunity to help. The prediction was confirmed that children and adults empathetically experiencing negative affects of others would show higher levels of helping than self-focused subjects. Focusing an individual on another's misfortune may encourage altruistic behavior, an effect more marked on male subjects. Since the potential recipients of help were not the targets of the affective arousal, empathy appears to transfer and enhance other charitable behaviors. (NRB)

ED 188 124 CS 005 481

Davidson, Jane L. Triplett, DeWayne

Thematic Convergence in Reconstructed Passages in Mapping Activities.

Pub Date-79

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, Group Activities, Higher Education, Learning Theories, *Reading Comprehension, *Reading Improvement, Reading Instruction, *Reading Processes, *Reading Research, Study Skills, Teaching Methods

Identifiers-Schema Theory

A procedure called the Group Mapping Activity has been used to provide for dynamic interaction of students through discussion after reading and to gauge the extent of readers' interactions with text. In using the procedure, however, it was discovered that some students regularly shifted the protagonists in their mapping. A study was undertaken to determine whether maps could be classified and, if so, whether the protagonist shift would occur more frequently in one pattern of classification than in another. Four classifications of maps were developed: (1) interactive,'' with a major emphasis on interactions between and relationships among characters in a passage; (2) identification,'' with a major emphasis on one character; (3) linear,'' with a major emphasis on the sequence of events; and (4) miscellaneous.'' A short story was presented to 59 college students by means of the Directed Reading-Thinking Activity. The students then retold the story in writing and then mapped their perceptions of the story. The results revealed that maps classified as interactive,'' identification,'' and linear'' could be determined, and that the protagonist shift occurred most frequently in the maps classified as identification.'' Readers who drew identification maps perceived the protagonist (or shifted protagonist) as being most improtant to the

ED 188 145 CS 005 511

Ehri, Linnea C.

Orthography and the Amalgamation of Word Identities in Beginning Readers. Final Report.

California Univ., Davis.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.
Bureau No.-BR-6-0375B
Pub Date-31 Dec 79
Grant-NIE-G-77-0009
Note-195p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Beginning Reading, Elementary Education, Language Acquisition, *Learning Processes, *Reading Research, Reading Skills, *Spelling, *Spelling Instruction, Teaching Methods, *Word Recognition

A number of studies exploring how beginning readers acquire knowledge that enables them to spell words fairly accurately and to recognize words correctly and quickly as they are reading are described in this report. (The reported studies were designed to test hypotheses derived from a theory of printed word learning proposed by L. C. Ehri.) In the first chapter, various factors thought to be important in learning to read are described along with supporting evidence, and Ehri's theory of word identity amalgamation is summarized and contrasted to alternative views. The next eight chapters discuss the specific studies (with the results and conclusions drawn from the studies) on the following topics: the mnemonic value of orthography among beginning readers, the nature of orthographic images, the influence of orthography on readers' conceptualization of sound segments in words, the effects of image training on printed word learning in children and in beginning readers, whether beginning readers learn printed words better in sentences or in isolation, whether they learn printed words better in contexts or in isolation, and whether word training increases or decreases interference in a Stroop task. The final chapter presents a summary of the studies.

ED 187 997 CE 025 780

Project CHOICE: Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Note-52p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Awareness, Career Development, *Career Education, Educational Resources, Elementary Education, Grade 3, Grade 4, Instructional Materials, Learning Activities, Lesson Plans, Occupational Clusters, Occupations, *Science Careers, *Scientists, Teaching Guides, Units of Study

Identifiers-Project CHOICE

This teaching unit, Scientists, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Science and Engineering Occupations Career Cluster, these eight lessons give an overview of the work of scientists in different fields, discuss career opportunities and

ED 188 060 CG 014 457

Jaynes, W. E.

Leisure Activities, Worker Motivation, and Temperament in Men and Women.

Pub Date-10 Apr 80

Note-11p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Females, Higher Education, Individual Activities, Interests, *Leisure Time, Locus of Control, *Motivation, *Personality, Questionnaires, *Recreational Activities, Research Projects, *Sex Differences, *Work Attitudes

As a follow-up to studies by McKechnie (1974) and Marano (1976), the relation of self-report questionnaire measures of worker motivation and temperament to similar measures of participation in leisure activities was explored. One sample of 72 college students was given worker motivation and temperament questionnaires. A second sample of 126 college students was given the worker motivation questionnaire and a leisure activities questionnaire. All data were subjected to component

ED 188 102 CG 014 500

Briggs, Steven L. Stachowiak, James

Sex Differences in Personal Growth Group Learning Transfer.

Pub Date-1 Sep 79
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Disclosure, Group Dynamics, *Group Experience, Individual Development, *Interaction, Interpersonal Competence, Interpersonal Relationship, *Learning Processes, *Sensitivity Training, *Sex Differences, *Transfer of Training

Research on the learning transfer process from T-group interpersonal skills training programs in business, education, and institutional settings has been generally positive, but has been mixed when examined in encounter and personal growth groups. The learning transfer process from a personal growth group experience was investigated to determine if

ED 188 166 CS 205 511

Carroll, Joyce Armstrong

Phenomenology and the Writing Process.

Pub Date-Mar 80
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Educational Change, Intellectual History, *Writing (Composition), *Written Language
Identifiers-*Composition Process, *Phenomenology

The change of emphasis from the written product to writing as a process manifests another important change one from logical to phenomenological consciousness. Phenomenologically speaking, writing is both immanent'' in the writer and transcendent'' outside the writer. It is thinking of general concepts that actually occurred and writing about these things using every judgment, memory, expectation, inference, conviction, opinion, doubt, and emotion to write about these things. It is hearing and imagining sounds, seeing and imagining objects, sensing and imagining warmth and cold and writing about these things. The change from product to process came about because phenomenological consciousness enables us to know'' differently. As a result, the

ED 188 279 EA 012 619

Cohen, Barbara Porges

The Effects of Crowding on Human Behavior and Student Achievement in Secondary Schools.

Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date-75
Note-25p.; Figures may not reproduce clearly, due to small print of original document.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Program Descriptions, *School Size, School Surveys, Scientific Research, Secondary Education, *Small Schools, *Student Teacher Relationship, Urban Schools
Identifiers-*Overcrowding

The concern of this paper is the problem of overcrowding in large city schools and its effect on human behavior and student achievement. It opens with a discussion of psychological and sociological research on animals that has implications for humans in overcrowded environments. Also discussed are teacher-student relationships and administrator behavior, as well as a study that shows decreased student involvement in extracurricular activities as school size increases. The paper concludes

ED 188 303 EA 012 752

Peary, Marjorie E. And Others

Wealth Neutrality and Conditional Wealth Neutrality as Goals of Special Education Finance in Illinois.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Pub Date-Feb 80

Note-42p.

Available from-Center for the Study of Educational Finance, Dept. of Educational Administration and Foundations, Illinois State University, Normal, IL 61761 ($5.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Finance, Elementary Secondary Education, *Equal Education, Equalization Aid, Fiscal Capacity, *Income, Regression (Statistics), School Districts, *Special Education, Statistical Studies

Identifiers-*Illinois, *Wealth Neutrality

The purpose of the study discussed in this paper was to determine the existence of both a simple wealth neutrality and of a conditional wealth neutrality in special education finance in the state of Illinois. These two concepts are used to determine the presence of equity in public school funding. The research design involved the classifying of special

ED 188 325 EA 012 776

McCann, Christiana K., Ed.
Perspectives on Middle School Research.
Cincinnati Univ., Ohio. Coll. of Education.
Pub Date-80
Note-57p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, *Cognitive Development, *Educational Research, Literature Reviews, *Middle Schools, Secondary Education, *Teacher Behavior

This monograph was designed to evaluate current research in the middle school area and to assess the state of this research and its impact on practitioners. The lead article concerns the status of middle school research. It offers a discussion of flaws in much of past research, including problems of inconclusive results, low technical quality, questionable variables, improper treatment of correlational relationships, and inappropriate measurement of variables and treatment of data. Four reaction papers to the lead paper follow, written by a curriculum developer, an instructional strategist, a curriculum administrator, and a teacher educator. The four papers, complete with abstracts and bibliographies, comment on research and action needed now in middle school research. (Author/LD)

ED 188 348 EA 012 814

Schoolhouse Planning.
Association of School Business Officials, Chicago, Ill.
Pub Date-80
Note-58p.
Available from-Publications Dept., Research Corp. of the Association of School Business Officials of the United States and Canada, 720 Garden St., Park Ridge, IL 60068 ($7.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Architects, Bond Issues, Construction Management, Ecological Factors, *Educational Facilities Improvement, *Educational Facilities Planning, Educational Finance, Elementary Secondary Education, Energy Conservation, *Facility Guidelines, Financial Support, *Legal Responsibility, Occupational Information, Personnel Selection, Purchasing, School Business Officials, *School Construction, Site Development, Site Selection

This publication was developed to suggest approaches to solving some of the basic problems faced by those planning new facilities and

ED 188 395 EC 124 355

Schoenherr, Arline Schnarr, Barbara

Program for the Chronically Ill.

Detroit Public Schools, Mich. Dept. of Special Education.

Pub Date-Apr 80

Note-27p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-27).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Anemia, Asthma, Diabetes, Elementary Secondary Education, Heart Disorders, *Hospitalized Children, Parent School Relationship, Physical Health, Program Descriptions, Records (Forms), *Special Health Problems, *Teacher Role

The program for chronically ill students in the Detroit public schools is described. Forms are presented listing needed information and implications for teachers of the following conditions: diabetes, sickle cell anemia, chronic renal failure, congenital heart disease, hemophilia, rheumatoid arthritis, asthma, leukemia, and cystic fibrosis. The role of the teacher consultant in linking family and school and child and school is examined. (CL)

ED 188 190 CS 205 616

Andrews, Alicia A.

Land in Literature: Grade 3 Literature.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date-77

Note-126p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographies, Biographies, *Childrens Literature, Curriculum Guides, *Educational Television, Elementary Education, *Folk Culture, Grade 3, *Literary Genres, *Literature Appreciation

This teacher's manual is designed to accompany the third grade level of the kindergarten through grade six sequenced literature curriculum developed through the Instructional Television Service Section of the

Angermeyer, Matthias C. Hecker, Hartmut
Communication Patterns in Normal and Disturbed Families.
Pub Date-May 80
Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Family (Sociological Unit), *Family Relationship, *Interaction, *Interaction Process Analysis, *Interpersonal Relationship, Research, *Schizophrenia, *Speech Communication, Speech Habits
Identifiers-*Communication Research

A study of formal communication in 30 families each with a schizophrenic son and 28 families, each with a normal'' son was conducted in Germany. By means of factor analysis four types of formal

ED 188 372 EC 124 176

Anderson, Rosalie And Others

Corporal Punishment in the Care of Children: A Literature Review and Analysis.

Texas Univ., Austin. Region VI Resource Center on Child Abuse and Neglect.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-79

Grant-90-C-599; 90-C-1591

Note-55p.

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

ED 188 212 CS 205 638

Van Slyke, Judy Kulstad
Defining Public Relations: Toward a Theory of Science.
Pub Date-Aug 80
Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Models, *Problems, *Public Relations, *Role Perception

Noting the lack of a widely accepted definition of public relations,

ED 188 421 EC 124 381

Anderson, Brenda

Teaching Word Recognition to Non-Verbal Cerebral Palsied Young Adults Utilizing Word-Family Patterns and Carbc-Linguaduc Electronic Communications Equipment.

Pub Date-Apr 80

Note-34p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-6).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, *Cerebral Palsy, Educational Research, *Electronic Equipment, *Language Acquisition, Moderate Mental Retardation, Reading Instruction, *Teaching Methods, *Word Recognition, Young Adults

Identifiers-*Carba Linguaduc Equipment

The use of Carba-linguaduc equipment (an electronic device that facilitates communication in the nonverbal) in the teaching of basic reading skills was compared to gestural yes/no responses in a study with four severely cerebral palsied/moderately retarded young adults (ages 20 to 30). Results indicated that significant language learning was present, and that the Carba-linguaduc equipment was more effective and objective than the gestural yes/no responses for this population. Among appendixes are sight word lists and forms on physical control evaluation and the placement of letters on display boards. (PHR)

language functions critical to communicative task performance are referenced in the TSOs and the EOs. (SW)

ED 188 440 FL 010 801

Setzler, Hubert H., Jr. And Others

Russian Function Catalog and Rolebooks. Methods for Determining Language Objectives and Criteria, Volume XIII.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-126p.; Extensive small print. For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-English; Russian
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Instructional Systems, Languages for Special Purposes, *Language Usage, Military Personnel, Occupational Information, *Russian, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Function Catalogs

A Russian Function Catalog and Instructor and Advisor Rolebooks for Russian are presented. The catalog and rolebooks are part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS projects, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. The function catalog is a collection of common Russian phrases, sentences, and structures used to express each language function within six function categories. The Russian elements listed in this catalog were collected using native informants. The function categories are as follows: managing communication; engaging in social rituals; seeking and imparting factual information; reporting, expressing, or inquiring about intellectual attitudes, emotional attitudes; and getting things done (suasion). (SW)

ED 188 459 FL 011 353

Reifle, Shelia R. Goldsmith, Ross P.

Summary Report on the National Assessment Survey of Title VII ESEA Basic Project Directors' and Teachers' Needs for the Products and Services of the National Network of Centers for Bilingual Education.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-184p.; Executive summary, published separately, is attached.

Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, TX 78752 ($10.00; executive summary $3.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Administrator Attitudes, *Bilingual Education, *Bilingual Teachers, Educational Assessment, Educational Needs, Information Sources, Inservice Teacher Education, *Instructional Materials, Material Development, National Surveys, *Needs Assessment, *Program Improvement, Teacher Attitudes, *Technical Assistance, Testing

Identifiers-*Elementary Secondary Education Act Title VII

Results of a 1977 survey of a national sample of Title VII bilingual education project directors and teachers are presented. The survey was designed to assess their needs for materials development and technical assistance in order to aid network centers in making decisions on which types of materials, training, and services should be emphasized. All of the approximately 425 Title VII Basic projects were sent questionnaires, and 170 (about 40%) responded. Information is provided on language groups represented in the survey sample, grade levels and subject areas, teachers' experience in the profession, the availability and usefulness of various types of instructional equipment in the bilingual education classroom, the importance of information received/not received from a list of sources, the value of information on each of seven topics, training needs, needs for testing measures, the need for Spanish/English bilingual instructional materials, and teachers' problems with materials. (SW)

The fourteenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume treats the conditional, adverbials of state or condition, clauses and prepositional phrases functioning as Haal,'' comparative forms of adjectives, and active participles. (AMH)

ED 188 482 FL 011 482

Modern Standard Arabic: Aural Comprehension Course. Volume XV: Lessons 113-120.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-230p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.75; cassettes $1.60)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

Identifiers-Participles

The fifteenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume treats various uses of active and passive participles. (AMH) is presented. Data were obtained by the National Center for Education Statistics (NCES) in its 1977-78 Higher Education General Information Survey. Only the salaries paid to faculty employed on 9-month regular academic year contracts are presented. Salary information is included for 2,441 institutions. This summary contains the quartiles of salaries paid in 1977-78 to faculty employed on regular academic year contracts in institutions grouped by type, control, size, and region, and for faculty grouped by rank. The quartiles provide a brief summary of the distribution of salaries paid. Quartiles are useful for identifying the level of the typical faculty member's salary and for reviewing the extent that faculty salaries differ within various groupings of faculty. This information also allows individuals to estimate the status of their own salaries in relation to the salaries of peer faculty in comparable institutions. Comparability of the present data with statistics for previous years is considered. (SW)

ED 188 506 HE 012 312

Ontario Post-Secondary Enrolment Report, 1974-1978: Universities, Colleges of Applied Arts and Technology and Other Post-Secondary Institutions.

Ontario Ministry of Colleges and Universities, Toronto.
Pub Date-79
Note-90p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Chronological Age, Demography, Enrollment Influences, *Enrollment Rate, *Enrollment Trends, Females, Foreign Students, Full Time Students, Higher Education, Institutional Characteristics, Males, Part Time Students, *Postsecondary Education, School Demography, School Statistics, State Surveys, Student Attrition, *Student Characteristics, Tables (Data), *Trade and Industrial Education
Identifiers-*Ontario

Data showing patterns in enrollment by institution and the demographic characteristics of students (part-time and full-time) at various program levels within the universities, colleges, and private trade schools in Ontario are examined, and emerging trends are assessed. Analysis is provided by institution, sex, age, legal status, province of residence and country of citizenship. Enrollment data, particularly where demographic characteristics are involved, are generally reported as of the fall term. Five academic years are covered: 1974-75 through 1978-79. Numerous enrollment trends are highlighted; for example: undergraduate enrollments in universities increased over the five-year period for both full-time and part-time students; enrollment in colleges in both postsecondary and non-postsecondary programs increased 1 percent; and increases in enrollment in occupational courses accounted for the greatest portion of increasing enrollment in part-time, non-postsecondary registration. Examples of the highlighted demographic trends are: the age distribution of students over the five-year period from 1974 to 1978 show little change; the proportion of women enrolled in colleges and universities has increased; the proportion of Canadian citizens and landed immigrants enrolled in the colleges full-time was 94.9 percent in 1974; 97.8 percent in 1978; and foreign student enrollment in full-time postsecondary programs in 1978 was primarily from Hong Kong, Nigeria and Guyana. (LC) idealogical ones in order to build a new society; and nationalism. These characteristics affect the following five sub-policies in higher education: (1) admissions policy; (2) personnel selection (professorial and administrative); (3) academic policy (formation and content); (4) human resource distribution (teaching and research by field of endeavor); and (5) financial policy. Among the conclusions regarding the effect of authoritarianism are these: admissions policies are marked by forcible cut-backs; personnel policies are marked by repressive top-down control and fearful purges of dissidents; and academic policies include the replacement of both established student participation and the open interchange of critical ideas with mandated obedience. (LC)

ED 188 524 HE 012 799

Rothman, Mitchell Lewis

Classroom Law: The Early Development of University Legal Education in England, the United States, and Germany.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.-YHERG-44

Pub Date-May 80

Note-88p.; Not available in paper copy due to marginal legibility of original document

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale Univ., 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Apprenticeships, *Comparative Education, *Educational History, Education Work Relationship, Higher Education, Law Schools, *Law Students, *Legal Education, Professional Education, Program Design, *School Law

Identifiers-England, Germany, United States

The early development of university legal education in England, the United States, and Germany is examined. Focus is on: (1) the different historical and social processes that have brought law and higher education together and (2) examination of a more general, comparative nature about the institutional transformation of legal education in these countries. Depending on social, economic, and political realities within each country, the development of the relationship between law and university education are established. Similarities are noted between England and the United States in that legal education consisted in its early beginnings within a well-established system of apprenticeship training. In Germany, it is noted that legal training has always been associated with the universities. These tendencies are shared among all three nations: (1) there is a general movement toward the differentiation of training and practice functions within the profession; (2) as professional training grows more distinct, it becomes a function of higher education; and (3) when universities do gain control of the training function, they do so only after convincing themselves that law is rational'' or a science'', that law really belongs in their curricula. (LC)

ED 188 544 HE 012 835

Gray, Mildred And Others

University of the District of Columbia Freshmen, Fall 1978-79. Part I An Analysis of the Three Subgroups.

District of Columbia Univ., Washington, D.C. Office of Institutional Research.
Pub Date-Aug 79
Note-65p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Colleges, *College Freshmen, Educational Background, *Full Time Students, Higher Education, Institutional Research, Occupational Aspiration, *Part Time Students, Research Projects, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Student Needs, *Transfer Students
Identifiers-*University of the District of Columbia

Full-time, part-time, and transfer students at the University of the District of Columbia were compared to assess their academic interests and needs. Topics of analysis were demographic characteristics, high school preparation, career aspirations and educational goals, and attitudes towards a variety of governmental, educational, and social issues. Survey findings revealed that full-time and part-time freshmen were most similar to each other. Transfer freshmen differed from the other two groups in that they are older, married or separated; have a higher representation of whites; and among the males are likely to be veterans. The majority of the three groups attend the university primarily to obtain bachelor's degrees. The findings are based on administration of the Cooperative Institutional Research Program survey of freshmen students. Data were obtained from 402 full-time, 291 part-time and 454 transfer students. Copies of correspondence and a sample survey are included. (SW)

Frankena, William K., Ed.
The Philosophy and Future of Graduate Education.
Pub Date-80
Note-259p.; Papers and commentaries delivered at the International Conference on the Philosophy of Graduate Education (University of Michigan, April 13-15, 1978).
Available from-University of Michigan Press, P.O. Box 1104, 839 Greene Street, Ann Arbor, MI 48106 (Hardcover, $15.00; paper, $8.50)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Educational Demand, Educational Objectives, Educational Philosophy, Educational Responsibility, *Educational Trends, *Futures (of Society), *Graduate Study, *Higher Education, Humanities, Policy Formation, *Relevance (Education)
Identifiers-National Endowment for the Humanities

Focusing on critical issues facing graduate education, these papers presented at a conference sponsored by the National Endowment for the Humanities (NEH) examine areas such as declining enrollments, job shortage among college teachers, and the role of graduate schools in relation to the various intellectual disciplines. The overview paper, Graduate Education: A Case for the Public Interest (Joseph Duffey) outlines the necessity for public funding and support of higher education and the NEH commitment to academic life. Part I (The Aims of Graduate Education) contains the following papers: The College, the University, and Society (Maurice Mandelbaum); The Philosophy of Graduate Education (John Passmore); Graduate Education in the Humanities: Reflections and Proposals (Gregory Vlastos); Reflections on the Graduate School (Anthony Quinton); The Antinomies of Higher Education (Sterling M. McMurrin); and Past, Present, and Future in Graduate Education (Eugen Pusic). Part II (The Prospects of Graduate Education) contains: Graduate Education as Ritual and Substance (Kenneth E. Boulding); The Disciplinary and the Professional in Graduate School Education in the Social Sciences (Nathan Glazer); Graduate School in an Age of Stasis (Laurence Veysey); Institutional Policy Setting: A Dynamic View (William F. Miller); Future Social Needs and Demands for Highly Educated People (Howard R. Bowen); and The Philosophy and Future of Graduate Education: A Summary (Walter H. Clark, Jr.). (LC)

beginning of the output list using the coefficient of ranking effectiveness (CRE). While it is possible to significantly improve the order of the output using either a controlled vocabulary or free text, the ranking is at best about 20 percent effective at this time. It is suggested that the factors currently used in ranking algorithms are not likely to make ranking closer to 100 percent effective. A bibliography of 58 references is included. (Author/RAA)

ED 188 588 IR 008 441

MacVean, Donald S.

Faculty and Student Participation in University Library Building Planning: A Case History and Evaluation.

Pub Date-Mar 80
Note-23p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, *Action Research, *Advisory Committees, *Building Design, *College Libraries, Evaluation, Faculty, Higher Education, *Library Facilities, *Library Planning, Students

This report is a detailed analysis of a university committee's performance of an important and extensive task the preparation of a program for a new library building. It is offered in order to clearly show the operations of a university committee, making a qualitative assessment of its performance, and to partially fill a void in the literature on the administration of higher education. The report explores the planning for a new library facility through the formation of a planning committee of students and faculty; a discussion of their qualifications, the operations of the committee, and the contributions of the faculty and student members; an evaluation of their performance; and a review of the literature on the topic. It is concluded in this particular case that the use of the committee was more of a political concession to students and faculty than it was an aid to the actual design of a library; that the committee's performance was weak and its contribution almost nil; and that its existence and involvement did in fact delay the performance of the task at hand by those persons both qualified and interested to perform it. A list of seven references is appended. (RAA) elements necessary in an interlending system and assesses the impact of technology on interlending. Factors relevant to the design, and criteria for judging the effectiveness of interlending systems are presented. Current practices are summarized as far as possible, and in the light of such information, potential basic and combined models are suggested. Factors telling against efficient national interlending systems are enumerated and the relationships between national interlending systems and other elements requiring national policy decision making are identified. The mechanics of interlending are also briefly considered. On the basis of these findings, conclusions are drawn and further studies are recommended. A part of the study describes interlending practices of each of 43 countries and national groups. The reprint of a paper on principles of national interlending systems and a bibliography of 309 citations are included. (Author/RAA)

ED 188 612 IR 008 479

Shuman, Bruce A.

Party-in-Power as a Determinant of State Aid to Public Libraries.

Pub Date-15 Feb 80

Note-13p.; Paper presented at the Annual Conference of the Association of American Library Schools (Austin, TX, February 15, 1980). Best copy available.

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Financial Support, *Political Influences, Political Power, Politics, *Public Libraries, *Regional Characteristics, *State Aid, State Programs

Identifiers-*Party In Power

This study measures changes over nearly thirty years in the amount of aid provided by state governments to public libraries and the relationship of these changes to the party in power. Aid is examined at two levels: the first views the party in power at the inception of state aid the second notes the party when a significant increase is made in aid levels. Neither condition produces a definitive relationship to the party in power as defined by the study, and progress in aid seems nearly evenly divided between the ascendant parties, or at least in proportion to the dominant party across the United States at the time. The study does reveal a regional correlation to arbitrary groupings of the states into the Northeast, South, Midwest, and West and it tends to show that the more urban and populous the state, the greater is the legislative and executive support for such aid. Future analyses will move beyond the two valued party in power variable to examine the personalities of the governor, state librarians, and peculiar economic and educational situations and their relationship to legislative action or nonaction as regards library support at the state level. (RAA) the exercises and evaluating the success of the program are included in the report. (FM)

ED 188 634 IR 008 503

Long-Range Program for Library Service in New Hampshire. Revised.
New Hampshire State Library, Concord.
Pub Date-80
Note-81p.; Tables and maps may be marginally legible.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Construction Programs, Federal Aid, Information Needs, Library Administration, Library Cooperation, *Library Planning, *Library Services, Program Descriptions, *Public Libraries, *State Libraries
Identifiers-*New Hampshire

The program described in this report (covering 1980-1984) was developed to implement the provisions of the Library Services and Construction Act (LSCA) which provide for federal aid to assist the states in (1) establishing, extending, and improving public library services in developing areas; (2) constructing public libraries; (3) providing services for the handicapped and other disadvantaged persons; (4) strengthening the state library administrative agency; and (5) promoting interlibrary cooperation. The report contains introductory comments, as well as chapters on New Hampshire's economic and demographic background for library services; New Hampshire's library development statewide; the New Hampshire State Library; identification of present and projected needs within the state; long-range program objectives and procedures; public library construction; and the State Library's program evaluation policy. Charts, maps, and tables are included. (FM) after attending one of seven participating colleges, entered the University of Washington in Fall 1973 and were still in attendance in Spring 1974. For these 479 transfer students the following data were collected: community college entrance status (had an associate degree or its equivalent, did not have an associate degree but had earned more than 75 academic transfer credits, or did not have an associate degree and had earned less than 75 academic credits), transfer credits earned, transfer academic grade point average (GPA), University of Washington GPA as of Spring 1974, cumulative University of Washington GPA as of Fall 1977, and undergraduate status in 1977 (had received a bachelor's degree, was still in school, or had withdrawn). Parallel data were collected for 100 native University of Washington students. With respect to rate of graduation, the students with an Associate of Arts (AA) degree had an advantage over transfer students who did not have the degree, although the native students had the highest graduation rate. However, with regard to cumulative University GPA, the receipt of the AA did not seem to have a strong impact. The regression results for the seven community colleges and the University indicated that the probability of obtaining at least a 2.00 GPA differed significantly according to sending institution. (AYC)

ED 188 654 JC 800 191

Ndyajunwoha, Gaston Z.
The Communiversity of Developing Countries.
Pub Date- 78
Note-20p.; Graduate seminar paper, Kent State University
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, College Programs, *College Role, *Community Colleges, Community Education, Consortia, *Developing Nations, *Educational Development, *Educational Objectives, Postsecondary Education, Rural Development, Technical Education, Two Year Colleges
Identifiers-*Africa

The communiversity'' concept was developed as a model for non-university, post-secondary, technical education on the African continent. The prototypes of the communiversity are associate-degree-granting institutions, such as technical colleges, university branches, and community colleges. Like these institutions, the communiversity's mission is characterized by accessibility, comprehensive programming, and responsiveness to the community. Similar institutions have been found on almost every continent, due to the increasing demands for extended educational opportunity and the need for technical training. The goals of the communiversity project are to test the community college idea in Africa, transfer appropriate technology, improve literacy and vocational education, and establish an

International Center for Community College Education. The objectives of the communiversity are to provide career, technical, and vocational education; general education; college parallel programs; remedial instruction; adult and continuing education; and counseling and information services. The communiversity, as a community-based institution, offers a means for implementing a realistic strategy for rural development. Plans for implementing and evaluating the communiversity project, and an outline of the expected benefits conclude the report. Appendices describe related projects. (AYC) determine the perceptions of GTI faculty and staff and of members of the local business and industrial community with regard to how GTI could best utilize its resources in the face of declining enrollments. The study involved a survey of the 215 full-time faculty and staff of GTI and another survey of a stratified sample of 100 area businesses and industries with more than 50 employees. Faculty and staff were asked to supply information about their sex, age, department, years of teaching experience, degrees, participation in professional development, and the programs which they felt should be eliminated. Additionally, they were asked to indicate their degree of agreement with 12 statements about ways of maintaining the quality of educational programs and to rank the importance of five ways to deal with declining enrollments. The business and industry survey solicited information on firm activities, number of employees, company training efforts, other sources of in-service employee training, and the ways GTI could improve their training programs. The study report analyzes the survey findings and presents summary conclusions and recommendations. A review of the literature concerning shifting or declining enrollments is provided, as well as the questionnaires and a bibliography. (JP)

ED 188 673 JC 800 296

Tarpley, Max
Report of a Study of Calendar Year 1979 Co-op Students.
Mississippi County Community Coll., Blytheville, Ark.
Pub Date- 79
Note-14p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Choice, *Community Colleges, *Cooperative Education, Instructor Coordinators, *Participant Satisfaction, *Program Evaluation, Questionnaires, School Surveys, Student Evaluation of Teacher Performance, Two Year Colleges, Two Year College Students, Vocational Adjustment, *Work Environment

Two questionnaires were mailed to 40 students enrolled in the Cooperative Education Program at Mississippi County Community College to determine their perceptions of their work experience and of the Co-op Program. One survey form asked students about difficulties on the job, adequacy of information about their duties, completeness of instructions, their co-workers' enthusiasm and cooperativeness, their surroundings, their participation in decision-making, and what would have made them more comfortable. They were also asked if they were told whom to contact with job problems, if they were given enough responsibility, if the chain of authority was well defined, and if their job experience changed their career choice. The second questionnaire focused on the Co-op Program in terms of help during registration, assistance offered, meetings with Co-op staff, services used (e.g., placement, information, and counseling), services desired, contacts with Faculty Coordinator and Program Director, site visits by the Faculty Coordinator and his/her effectiveness, and employer receptiveness. Survey findings, based on a 65% response rate, revealed that, although students were generally satisfied with the Co-op experience, they had several adjustment problems, that 35% changed their career objectives based upon their experiences, and that many students were dissatisfied with their Faculty Coordinator. (AYC)

ED 188 692   JC 800 381

Moriarty, Daniel F.
Institutional Advancement: A Marketing Perspective. Part I: A Proposal.
Triton Coll., River Grove, Ill.
Pub Date-22 Aug 78
Note-47p.; For a related document, see JC 800 382
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, College Bound Students, *Community Colleges, Curriculum Development, Enrollment Trends, High School Students, Homemakers, Information Dissemination, *Instructional Improvement, Parents, *Publicity, School Community Relationship, *School Holding Power, *Student Personnel Services, *Student Recruitment, Two Year Colleges, Two Year College Students

Strategies are proposed for the implementation of the marketing concept at Triton College. The report begins by describing the establishment and goals of the Marketing Task Force and goes on to define institutional advancement,'' as a positive, progressive response to community educational needs, and the marketing concept,'' as suggesting an orientation toward the public and a systematic process for implementing that orientation. Next, the change in enrollment patterns at Triton between 1965 and 1977 is examined, illustrating the decline in the number of full-time transfer students and a dramatic upswing in the number of part-time students enrolled in vocational, general studies, or continuing education programs. Promotional strategies are then outlined for the recruitment of selected target populations, including high school students, homemakers, continuing education students, attendees at campus events, mid-life career changers, those requiring upgraded job or professional skills, parents of currently enrolled students, the general public, extension faculty, transfer students, and out-of-district students. Retention strategies are then outlined for the improvement of instructional and student support services. The report concludes with a marketing strategy form designed to solicit further suggestions from educators at other two-year colleges. (JP)

indicate on a five-point Likert scale the extent to which these items represented current curriculum development practices. Major findings, based on 184 responses, indicated that community college curriculum planners responded well to technological advancement and to the vocational needs of adults. Other strengths included good working relationships with local media and a healthy recognition of the importance of motivation in the learning process. There was a general lack, however, of a conceptual framework for curriculum planning based on needs assessments and of evaluation techniques tied to articulated objectives. In addition, respondents indicated that few attempts had been made to utilize behavioral and social science theory and that little had been done to help students with acculturation problems. Faculty members had not received the assistance to cope with diversity among students and had, for the most part, ignored cognitive processes and student fears. The study report analyzes findings and recommends procedures for curriculum development. (JP)

ED 188 711 JC 800 408

Kintzer, Frederick C.

Proposition 13: Implications for Community Colleges. Topical Paper Number 72.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 80

Contract-400-78-0033

Note-39p.

Pub Type- Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Administration, College Programs, College Role, *Community Colleges, Educational Finance, Financial Problems, *Financial Support, Governance, National Surveys, *Retrenchment, State Aid, *State Legislation, *State School District Relationship, Tax Allocation, Two Year Colleges

Identifiers-*Proposition 13 (California 1978)

This review of tax limitation legislation and its impact on the community college, begins by examining the provisions of this type of legislation, its historical precedents, the extent to which tax limitation legislation was passed in the 1970's, and its implications for local control of community college services. Next, it is noted that representatives from Florida, Georgia, Kentucky, Missouri, North Carolina, South Carolina, and Tennessee reported that little or no impact had been felt from tax limitation legislation on community college education. In contrast, reports are then presented from 17 states, which detail changes in educational mission and college programming, governance and management, staffing, and financing that are directly attributable to such legislation. The 17 states are: Arizona, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Maryland, Michigan, Nebraska, New Jersey, New York, Pennsylvania, Texas, Virginia, and Washington. The report concludes with a review of the literature, providing numerous suggestions for dealing with cutbacks through tactical changes in institutional operation, new approaches to teaching and learning, program budgeting, resource development programs, alliances with community agencies and industry, extending experiential learning, and volunteerism. A bibliography is provided. (AYC)

ED 188 729 JC 800 444

The 1980 Summer Session: Community Colleges.
Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No.-IRACC-10
Pub Date-Jul 80
Note-9p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, College Freshmen, College Transfer Students, *Community Colleges, Credit Courses, Enrollment, *Enrollment Trends, Females, Liberal Arts, Majors (Students), Males, State Surveys, *Student Characteristics, *Summer Programs, Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers-*Hawaii

Registration data from six Hawaii community colleges were examined to determine the characteristics of those students enrolled in credit programs during Summer 1980. Data were collected and analyzed on headcount enrollment and students' age; sex; program; status as continuing, new, or transfer students; citizenship; permanent and local residence; and semester hours carried. Major findings revealed that 3,047 regular students were enrolled in credit courses, representing a 9% increase from the previous summer's enrollment of 2,807. Further analysis of the data indicated that: (1) the number of males decreased from the previous year by nine students, while the number of females increased by 242; (2) 30% of the students were liberal arts majors, 28% were in vocational programs, and 41% were unclassified; (3) the majority of the students enrolled were continuing students; (4) the mean student age was 26.5 years; and (5) the students carried an average load of 4.1 credit hours and generated 12,485 semester hours. The study report presents findings for each campus and compares results with data collected each summer since 1976. (JP)

ED 188 749 PS 011 503

Greiner, Ted Latham, Michael C., Ed.

The Promotion of Bottle Feeding by Multinational Corporations: How Advertising and the Health Professions Have Contributed. Cornell International Nutritioon Monograph Series, Number 2 (1975).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Pub Date-75

Note-62p.; For other monographs in this series, see ED 149 838, PS 011 294, and PS 011 502-505. Copyrighted pages in Appendix 1 and Appendix 2 have been omitted.

Available from-Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 ($2.50; make checks payable to Cornell University)

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Advertising, Consumer Protection, *Developing Nations, Food, *Health Personnel, *Infants, *Influences, Manufacturing Industry, *Nutrition, Social Responsibility

Identifiers-*Breastfeeding

This report investigates the ways bottle feeding of infants is promoted by multinational corporations. Data were obtained from the following: (1) a survey of available infant food advertising in newspapers and magazines from developing countries; (2) a study of some interrelationships between the health professions and infant food companies, including a study of advertising in professional journals, and an analysis of educational publications written by infant food companies for distribution to the public, largely via the health professional; and (3) a compilation of data on multinational companies which market infant foods. Findings are extensively discussed in the hopes that they will be of use to those concerned with the problem of commercial infant food advertising and promotion in developing countries. Appendix One presents infant food advertisments from publications in developing countries directed toward the lay public. Appendix Two reproduces infant food advertisements from journals for health professionals. Appendix Three provides information about world manufacturers of processed diary products used for infant feeding, including parent corporation, subsidaries, infant food marketed, areas of heaviest marketing, addresses, and miscellaneous information. (Author/RH)

ED 188 769 PS 011 537

Fredricks, Maggie Lundin, Shirley
You Can Design a Parent Cooperative Preschool.
Triton Coll., River Grove, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Grant-79-1773-007
Note-206p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Budgeting, Classroom Design, *Community Action, Guidelines, *Parent Participation, *Parent Role, *Preschool Education, *Program Development, School Organization, School Policy, Site Selection, Taxes

In 13 chapters this manual provides guidelines for organizing a parent cooperative preschool. Topics discussed include getting started, recruiting other parents, working with parents as teachers, program evaluation, site selection, formal organization, finance, policy formation, staffing, classroom design and curriculum planning. Related materials, such as observation guides, sample articles of organization, meeting agendas and an extensive bibliography are appended. (RH)

ED 188 791   PS 011 603

Knight, William James

The World's Exploited Children: Growing Up Sadly.

Bureau of International Labor Affairs (DOL), Washington, D.C.
Pub Date-Feb 80
Note-38p.; Bureau of International Labor Affairs, U.S. Department of Labor Monograph No. 4
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-000-00395-5, $2.50)
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Abuse, *Child Development, *Child Labor, *Children, Developing Nations, Disadvantaged Youth, Foreign Countries, *Influences, *Labor Legislation

This monograph, fourth in a series on labor development, focuses on child exploitation in the context of child labor. The collection of papers briefly discusses (1) the relation between conditions of poverty and the prevalence of child labor in developing countries; (2) the lack of effectiveness of labor legislation in preventing child exploitation in developing countries; (3) the negative effects of menial labor on the cognitive and physical development, health and social mobility of child workers; (4) considerations in setting minimum age laws concerning child labor; and (5) proposals to protect children who are obliged to work. Also included are the Declaration of the Rights of the Child as adopted by the United Nations General Assembly and two statements by the International Labor Organization Convention 138 and Recommendation 146 concerning minimum age for admission to employment. (SS)

Descriptors-*Activism, *Change Agents, *Change Strategies, Citizen Participation, Community Organizations, Consumer Economics, Coordination, Economic Change, Group Structure, Nonprofit Organizations, Organizational Effectiveness, *Organizations (Groups), Political Affiliation, Rural Areas, *Rural Development, *Social Action, Social Influences

This booklet suggests how rural pressure groups can be implemented. Listed among the variables of local structure which an organizer is to look for when assessing some particular rural area are: rural traditions, (exemplified by self-reliance and/or independent businesses), geographic and physical links, economic power conditions, social and political networks and key personae for the group. Three case studies on rural organizations are presented for purposes of illustrating differences in organizational size, structure, and longevity. Among the numerous factors cited as important to group establishment and maintenance are choices regarding short-term issues, tactics, targets, and resources (targets of group confrontation are generally persons in power). Among the organizational factors discussed are: consideration of agricultural scheduling, development of local leaders via group meetings, making public statements, raising funds, involving members in strategies for setting up hearings, lobbying, etc. Suggestions for maintaining a rural group (making a plan, incorporating, fund raising, etc.) are discussed and a list of resources for rural organizing is presented. (SC)

ED 188 810 RC 012 078

Should the Bureau of Indian Affairs Continue to Provide Educational Services to Indian Children? Report by the Comptroller General of the United States to the Chairman, Committee on Governmental Affairs, United States Senate.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-80-72
Pub Date-23 Apr 80
Note-46p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, NW, Washington, D.C. 20548 (single copies free, additional copies $1.00 each)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *American Indian Education, American Indians, *Change Strategies, Decision Making, Educational Facilities Improvement, *Educational Improvement, Educational Strategies, Elementary Secondary Education, Federal Government, *Federal Programs, Financial Support, *Government Role, Management Information Systems, *Policy Formation
Identifiers-*Bureau of Indian Affairs, Public Law 95 561, Title XI

Education Amendments 1978

In six separate reports issued between 1972 and 1979, the General Accounting Office (GAO) reported that the Bureau of Indian Affairs (BIA) has great difficulty in administering education programs and had failed to provide Indians a quality education. To bring about improvement, Congress enacted the Education Amendments of 1978, Title XI of which provided a framework for correcting the severe educational and management deficiencies which have thwarted the delivery of quality education to Indians. Responding to Title XI, the BIA has taken a number of positive steps, including (1) involving the Indian community in planning and implementing a new system of educational services, (2) giving the Director, Office of Indian Education Programs, responsibility for and authority over its education programs, (3) developing new education standards to deal with academic needs, cultural differences, language skills, geographic isolation, and pupil-teacher ratios, and (4) developing a new management information system to provide more reliable information for Indian education programs. In view of these and other positive steps, the GAO feels that a transfer of the Bureau's education programs to the Department of Education should not be considered for at least three to four years. This would give the BIA a chance to demonstrate whether its current efforts will improve the academic achievement levels of Indian students. (Author/DS)

ED 188 827 RC 012 097

Waiver of Indian Claims Commission Act Statute of Limitations for Cow Creek Band of Umpqua Indians. Joint Hearing before the Select Committee on Indian Affairs, United States Senate and the Committee on Interior and Insular Affairs, House of Representatives, 96th Congress, First Session on S. 668 and H.R. 2822.

Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.; Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-14 Jun 79

Note-48p.; Not available in paper copy due to small print size.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Role, Aggression, American Indians, Compliance (Legal), Cultural Traits, *Federal Indian Relationship, Government Role, *Hearings, *Land Settlement, Land Use, Local History, *Nonreservation American Indians, *North American History, Oral History, Relocation, *Treaties, Trust Responsibility (Government)

Identifiers-Oregon, Termination of Special Tribal Status, *Umpqua (Tribe) (Cow Creek Band)

On June 14, 1979, an open joint hearing before the Senate Select Committee on Indian Affairs and the House Committee on Interior and Insular Affairs received testimony from the administration, members of the Cow Creek Band of Umpqua Indians, and other interested parties on S. 688 and H.R. 2882. These bills would waive the statute of limitations in the Indian Claims Commission Act and permit the Cow Creek Band of Umpqua Indians to file suit in the U.S. Court of Claims for alleged failure of the Government to uphold treaty obligations agreed to in a treaty entered into by the tribe and the U.S. Government in 1853. Representatives of the Cow Creek Band claim their failure to comply with the deadline is due to the fact that they were not afforded notice or assistance by the Government of their potential claims as mandated in the Indian Claims Commission Act. Assistant Secretary of the Interior for Indian Affairs, Forest Gerard, gave a brief history of the Indian Claims Commission Act and its effect on the Cow Creek Band of Umpqua Indians in settling their homeland. Members of the Cow Creek Band testified to the ordeal their people have been through to make claim to land which they have lived on for generations; the discouragement they encountered when the Bureau of Indian Affairs did not recognize them as a tribe or reservation; the struggle they have experienced in obtaining education, housing, jobs, and medical services because they were ineligible for assistance available only to federally recognized tribes; and their greivances against the Government regarding the fulfillment of treaty responsibilities. An extension to submitting a tribal land claim was repeatedly requested. (EB)

region and contains the following information for each group: Type of program (organized, incidental, residential, school based, elementary, secondary, day operation, or a combination); contact person (name, address, and phone number); and program description (varying in detail). Also included are alphabetical listings of contact persons and of school boards or organizations. (AN)

ED 188 845 RC 012 120

Roman, John H.
Of Harlem and Harlan: Non-Metropolitan People as a Minority Group. Revised.
Pub Date-Aug 80
Note-29p.; Paper presented at the Rural Sociological Society meeting (Burlington, VT, August 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Demography, Economically Disadvantaged, Finance Reform, *History, Majority Attitudes, *Minority Groups, Power Structure, Public Policy, Rural Economics, *Rural Population, *Rural Urban Differences, *Social Discrimination, Stereotypes, Subcultures, *Urban Culture, Urban to Rural Migration
Identifiers-United States, *Urban Dominance

Prejudice built up against the rural citizen and his situation is exemplified in the stereotyping inherent in the pejorative terms pastoral'', bucolic'', hick'', etc., and romantic turn-of-the-century debate over whether modern degeneracy'' should be considered urban- or rural-centered. Such holdover prejudice, built into the political as well as sociolinguistic fabric of the society by the Progressive Era'', now has serious effects on the structure and function of the society. Since dominant ideologies (i.e., urban) do not perceive the problems in the rural portion of society as major, inequitable allocation of federal monies to rural and city people results. Thus, due to their ascribed societal role rural populations now comprise ...a group of people, who, because of their physical or cultural characteristics, are singled out...in the society...for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination'' (Wirth 1945:347). This new perspective on the U.S. non-metropolitan populace as a minority suggests redirection, redirection in terms of the distribution of public funds as well as redirection in terms of the sociology and social research which shapes many underlying societal perceptions. (SC)

topics typical of interest in elementary education. The guide is divided into sections dealing with particular areas of a specific island. The approach used by the guide may be adapted and used as a general example for the organized examination of an outdoor study area. (RE)

ED 188 865 SE 030 895

Swanson, Richard L.

Angel Island, Teacher's Guide, Part III: The Data Book Land, Life, and Culture.

California State Dept. of Parks and Recreation, Sacramento.

Pub Date-Mar 80

Note-56p.; For related documents, see SE 030 894-898. Photographs may not reproduce well.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Class Activities, Conservation Education, Ecology, Elementary Education, Environment, *Environmental Education, *Field Trips, History, Interdisciplinary Approach, Natural Resources, *Nature Centers, *Outdoor Education, *Science Education, Social Studies

This guide is intended to assist teachers in the exploration of an island outdoor study area with particular attention to the interrelationships of the island's ecology and history. The guide is divided into two sections, one dealing with the natural history of the island, and the second with the human cultural history. Approaches to the examination of this area are generalizeable to other outdoor study efforts. It can serve as an example of a guide to others developing guides. (RE)

ED 188 890 SE 031 135

Tobin, Kenneth G. Capie, William

Applications of Generalizability Theory to Classroom Process Measures.

Pub Date-Apr 80

Note-32p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Analysis of Variance, *Classroom Research, Educational Research, *Observation, Reliability, *Research Methodology, Science Education, *Statistical Analysis, Teacher Behavior

Identifiers-Generalizability Theory, Science Education Research

This paper describes generalizability theory as an extension to the analysis of variance approach to reliability which allows the researcher to attribute variation to multiple sources, and a number of reliability coefficients to be calculated for most observational contexts. The applications of generalizability coefficients to characterize the dependability of data gathered on classroom process variables are pursued. Models are provided for crossed and nested designs for situations involving two and three sources of variation. Several examples are discussed involving data collected with the Teacher Performance Assessment Instruments (TPAI). Other examples discuss applications of generalizability theory to measures of cognitive level of teacher questioning and measures of student engagement. All examples were selected to highlight applications of generalizability theory, which these authors feel is particularly applicable to educational measures which are often affected by a number of identifiable sources of variance. (CS)

stimulate reading and writing skills, it should not be taught as a reading-based, verbal-symbols information gathering system. (CS)

ED 188 914 SE 031 336

Annotated Bibliography of Textbooks and Reference Materials in Marine Sciences. Provisional Edition. Intergovernmental Oceanographic Commission, Technical Series.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.
Report No.-ISBN-92-3-001250-5
Pub Date-75
Note-109p.
Available from-Unipub Inc., 345 Park Avenue South, New York, NY 10010 (no price quoted).
Language-English; Spanish; French; Russian
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Chemistry, *Educational Resources, *Geology, *Marine Biology, Marine Technicians, Ocean Engineering, *Oceanography, Physics, Pollution, Radiation

Presented is an annotated bibliography based on selected materials from a preliminary survey of existing bibliographies, publishers' listings, and other sources. It is intended to serve educators and researchers, especially those in countries where marine sciences are just developing. One hundred annotated and 450 non-annotated entries are included in this bibliography. Topics covered include: general oceanography, biological oceanography and fisheries, physical oceanography, chemical oceanography, marine geology and geophysics, ocean engineering and technology, pollution and radioactivity, and popular books on marine sciences, history of oceanography, law of the sea, and ocean affairs. The bibliography is written in four languages. (Author/SA)

ED 188 940

SE 031 464

Biomedical Mathematics, Unit III: Quadratics. Student Text. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-101p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Allied Health Occupations Education, Career Education, *Chemistry, *Instructional Materials, *Integrated Curriculum, *Mathematics Curriculum, Science Course Improvement Projects, Science Education, Secondary Education
Identifiers-*Biomedical Interdisciplinary Curriculum Project, Quadratic Equations

This student text presents instructional materials for a unit of mathematics within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on biomedical applications in the mathematical area of quadratics, as well as sections on scientific notation and molarity, pH scales, equilibrium and solubility, dissociation constants, chemical equilibria, and operations with complex numbers. (CS)

constructed rituals. The author concludes that the cosmic qualities of the two events cannot be ignored. (KC)

ED 188 962 SO 012 652

Takei, Yoshimitsu And Others

Discountinuity: Social Integration and Health Among Education Majors at the University of Malaya.

Pub Date-79

Note-46p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Research, *Ethnicity, Females, Higher Education, Institutional Characteristics, Males, *Sex Differences, *Social Mobility, *Socioeconomic Status, Student Behavior, *Student Characteristics, Undergraduate Students

A study to determine the influence of a student's social class, ethnicity, sex, and residence of origin on his/her psycho-social integration is reported. The research broadened the scope of inquiry by using the concepts of continuities/discontinuities. The concepts consider both individual and situational variables in analyzing the social and psychological consequences of social mobility. For example, the extent to which a student entering a university experiences social isolation depends on the extent to which his new life is not continuous with his high school life. The sample consisted of 136 students from the University of Malaya who answered a self-administered questionnaire. Three indicators of social integration were measured: past participation in organized activities, student interaction with other students and interest in art and literature, and participation in discussion of politics with fellow students. Results indicate that regardless of ethnicity, social class, or residence, being female is negatively associated with most of the selected indicators of social integration and health. Also, Chinese students at the university are less participatory and less likely to discuss politics. Finally, the study suggests that while the overall effect of social integration on health is probably positive, those who reported fewer symptoms of ill health also reported lower frequency in engaging in political discussion. (Author/KC)

ED 188 981 SO 012 674

Kirby, Douglas And Others

An Analysis of U.S. Sex Education Programs and Evaluation Methods. Volume I.

MATHTECH, Inc., Bethesda, Md.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Report No.-CDC-2021-79-DK-FR
Pub Date-Jul 79
Contract-200-78-0804
Note-168p.; For a listing of related documents, see SO 012 673.
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adolescents, Educational Needs, Educational Objectives, *Educational Practices, Elementary Secondary Education, National Surveys, *Nonschool Educational Programs, Pregnancy, *Public Schools, *Sex Education, State Standards, Youth Programs

The volume, first in a series of five, presents an analysis of sex education programs in the United States. It is presented in six chapters. Chapter I provides a brief overview of sex education in the public schools and summarizes goals, forms, and prevalence of sex education. Chapter II reviews literature on the effects of school sex education programs based on behavior goals of sex education courses. Chapter III describes important features and outcomes of sex education programs and includes ratings by experts of the importance of these identified features and outcomes. Conclusions are that the dual goals of preventing pregnancy and improving the quality of relationships are mutually supportive; an emphasis should be placed on changing values, self-esteem, skills, and comfort in sex-related activities; and the classroom environment should be supportive and trusting. Chapter IV identifies 20 exemplary school sex education classes or programs and describes in detail the program at University City High School, St. Louis, Missouri. Chapter V provides an overview of nonschool sex education programs for teenagers. Programs analyzed include Planned Parenthood Affiliates, national youth organizations, local youth agencies, religious organizations, programs for pregnant teens, and hospital programs. Chapter VI contains analyses of state guidelines for sex education instruction in the public schools. Data for the study were obtained by completing a Summary of Laws and Guidelines for Instruction in Sex Education'' for each state. (Author/KC)

ED 188 422 EC 124 382

Souweine, Judith D. W. And Others

How to Evaluate Preschool Screening: Finding Who Slips Through the Screen and Constructing the Right Mesh.

Amherst-Pelham Regional School District, Amherst, Mass.

Pub Date-Apr 80

Note-34p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-7). This study was funded by a minigrant from the Amherst Area Teacher Center.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences, *Disabilities, Exceptional Child Research, *Handicap Identification, Needs Assessment, *Prediction, Preschool Tests, Primary Education, School Readiness, *Screening Tests

Identifiers-*At Risk (for Handicap)

A study of 402 kindergarten and first grade students was undertaken to determine whether screening can predict future school related problems and if the month of birth is significantly related to the incidence of school problems. Screening records were reviewed for each of the Ss, and a Screening Review Form was completed for each S with the following information: name, date of birth, age at screening, location of screening, screening test administered, parent and teacher concerns, screening performance by area, screening outcomes, screening recommendations, and parent responses to recommendations. Findings indicated that when the preschool screening indicated serious concern in a particular area there was a strong likelihood that the child later received services in that area. The process appeared to be somewhat conservative in identifying children's special needs, especially in the fine motor area. The data (limited) suggested that fewer special services would be delivered if students did not enter kindergarten until age 5. Among appendixes are the File Review Form, the Parent Interview Form, and the Nursery School Teacher Interview Form. (PHR)

ED 188 545 HE 012 836

Johnson, Joyce C. And Others

Assessment of the Reliability of the Student Data Base.

District of Columbia Univ., Washington, D.C. Office of Institutional Research.

Pub Date-Feb 79

Note-34p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Colleges, *College Administration, College Admission, Computer Oriented Programs, *Data Bases, Data Processing, *Enrollment Rate, Higher Education, *Institutional Research, Majors (Students), *Management Information Systems, Research Projects, School Registration, State Colleges, *Student Records

Identifiers-*University of the District of Columbia

The accuracy and reliability of the student data base at the University of the District of Columbia were assessed. The data base, which is used by administrators for planning purposes, consists of the number of students enrolled in various course sections, the number of students enrolled in various departments by levels, and the principal fields of specialization selected by students. Sources of data, methods of control, and documentation procedures were examined. Interviews were conducted with administrators of the computer center and with representatives of the various offices within the university that process, review, and collect student data. Results indicate that the student data base is accurate and reliable. Reevaluation is recommended since the project was undertaken during the consolidation of the university. (Author/SW)

ED 188 635 IR 008 504

Kerr, Lucille E.
Materials Centers: A Dream of Their Future.
Governors State Univ., Park Forest South, Ill. Univ. Library.
Pub Date-Nov 79
Note-29p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, *Curriculum Study Centers, Education Service Centers, Futures (of Society), Higher Education, Learning Resources Centers, *State of the Art Reviews, Teacher Centers
Identifiers-*Materials Centers

This paper presents an overview of the rationale of curriculum materials centers in academic libraries from their initial formation to their present status and envisions possible future roles. Terminology current in the field is defined, and materials centers are discussed in terms of curriculum materials centers and curriculum materials laboratories. A history of materials centers is traced from the 1920's when curriculum laboratories were first conceptualized, and the rationale provided focuses on two areas: the collection of teaching materials of all kinds, selected, organized, and maintained for use and study by students, faculty, and teachers; and the workshop or laboratory for developing and constructing curriculum and supplementary teaching materials. The first criteria is apparently being met, while the second varies qualitatively and quantitatively from institution to institution. Roles of other instructional materials centers are examined as each relates to a special subject field or to the teaching of specific groups of individuals. The future is postulated in terms of funds, human resources, and space. A possible enhancement of a materials center is presented as an addendum. The list of references cites 26 titles. (RAA)

ED 188 730 JC 800 445

Maryland Community Colleges Continuing Education Manual.

Maryland State Board for Community Colleges, Annapolis.
Pub Date-Jul 80
Note-56p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, *Community Colleges, *Continuing Education, Course Evaluation, Educational Policy, *Eligibility, Evaluation Criteria, Guidelines, *Noncredit Courses, Records (Forms), *State Aid, State Colleges, State Legislation, State Standards, Two Year Colleges

Identifiers-*Maryland

This manual provides guidelines and procedures for state funding of approved continuing education courses at the Maryland community colleges. A resolution adopted by the Maryland State Board for Community Colleges in support and encouragement of continuing education activities is first presented, followed by an enumeration of policies governing the state funding of continuing education courses. The manual then presents evaluation criteria for non-credit courses eligible for state funding and provides detailed instructions for the completion of forms required when applying for state aid. These forms solicit information on the content of new and continuing courses, and require colleges to report enrollment data. The manual concludes with an outline of resubmission and appeals policies, a glossary of terms, and a taxonomy of adult learning activities. (JP)

ED 188 770 PS 011 538

Schau, Candace Garrett Kahn, Lynne

Broadening Children's Stereotypes About Sex-Requirements for Adult Occupations: A Small Grant Intervention Strategy.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-262p.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Action Research, Age Differences, *Attitude Change, Change Strategies, Diffusion, *Elementary School Students, Females, *Intervention, Males, *Occupations, Publications, Resource Materials, *School Personnel, *Sex Stereotypes, Workshops

The empirical phase of this two-phased project was focused on identifying children's sex-stereotypes about adult occupations and testing the use of role-reversed stories as a method of modifying those attitudes within school settings. Subjects were first through fifth grade children from each of a suburban, a small town and a rural school Children were pretested with an instrument designed to measure children's attitudes about who can'' do various jobs. First, third and fifth grade children were randomly selected for an experimental treatment consisting of a series of stories about characters in each of four occupations. Children in a control group continued their regular school activities. Post tests asking both can'' and should'' questions were administered two weeks after treatment and, in one school, after approximately one year. Findings indicate that models can affect children's attitudes toward gender stereotypes, but long term or repeated exposure to the nontraditional models is likely to be necessary to produce significant or permanent change. Project dissemination phase activities intervened in the stereotyping process by acquainting school personnel with the findings of this study (contained in articles prepared for journal publication) and by training them (through workshops and presentations) to help children develop flexible ideas about women and men in various jobs. Including the stories about occupations, materials related to both phases of the project are appended. (Author/RH)

McLaughlin, Dennis G. And Others

Factor Analysis of a Behavioral Checklist Applied to Preschool Children in Hawaii.

Pub Date-May 80
Note-18p.; Paper presented at the meetings of the Western Psychological Association (Honolulu, HI, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, Check Lists, Communication Problems, Emotional Problems, *Factor Structure, Intervention, Learning Problems, *Preschool Children, Psychomotor Skills, *Screening Tests, Test Interpretation

A checklist developed in the Hawaii State Department of Health was completed by teachers and aides to screen for behavioral problems of children in preschools. The 31 items were categorized conceptually into four areas: (1) Speech-hearing-language; (2) Academic-intellectual; (3) Physical-motor; and (4) Social-emotional. If two or more items were checked in any of the first three categories, a child was referred for further screening. This report presents the orthogonal dimensions of principle component factor analysis with varimax rotation on 688 preschoolers referred for further screening on the island of Oahu in Hawaii. Thirty-nine preschools, from a wide range of socioeconomic and ethnic circumstances, were involved. Eleven factors with an eigenvalue of 1.0 or greater accounted for 57.7% of the cumulated variance. These 11 factors were memory-comprehension, emotions, poor vocabulary, lacking energy, distractible-disruptible, fidgety-hyperactive, inarticulate, social problems, poor persistence, clumsiness, and peer dislike. The factor names, the percentage of variance accounted for by each one, the items contributing to the factors, and the factor loadings are displayed in tables. Tentative recommendations, compiled by four clinical psychologists, are given for treatment of each of the 11 factors. (Author/SS)

ED 188 891 SE 031 136

Tobin, Kenneth G. Capie, William
The Test of Logical Thinking: Development and Applications.
Pub Date-Apr 80
Note-19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Measurement, *Cognitive Tests, *College Science, Developmental Stages, Higher Education, Science Education, Secondary Education, *Secondary School Science, *Test Construction, Tests
Identifiers-*Piaget (Jean), Science Education Research

Traced are the developmental stages involved with the design of the Test of Logical Thinking (TOLT), a paper and pencil test constructed by the authors to measure formal reasoning ability. The final version of TOLT is described as consisting of two items for each of five reasoning modes: (1) controlling variables, (2) probabilistic reasoning, (3) combinatorial reasoning, (4) correlational reasoning, and (5) proportional reasoning. Further, a color videotape is utilized to present the context for each problem and to standardize administration procedures. Time is fixed as 40 minutes. Research is reported that supports TOLT as an effective means of identifying students of differing formal reasoning ability in classroom based research. Suggestions are made for design of further experiments as well as for application of the test to classroom instruction. (CS)

ED 188 941 SE 031 465

Biomedical Mathematics, Unit III: Quadratics. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-76

Note-36p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Allied Health Occupations Education, Career Education, *Integrated Curriculum, Mathematics Curriculum, Science Course Improvement Projects, Science Education, *Secondary Education, *Teaching Guides

Identifiers-*Biomedical Interdisciplinary Curriculum Project, Quadratic Equations

This instructor's manual presents lesson plans for a unit of mathematics within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on biomedical applications in the mathematical area of quadratics, relating mathematical concepts to chemical concepts of pH, scientific notation, molarity, equilibrium and solubility, dissociation constants, and chemical equilibrium. Designed to accompany the student text, lesson plans include objectives, recommended teaching time, and remarks. Keys to problem sets are also included. (CS)

ED 188 460 FL 011 354

Goldsmith, Ross P. Babcock, Marilyn

Analysis of the Final Evaluation Reports Submitted to the Bilingual Unit of the Colorado Department of Education by Bilingual Education Programs Funded under the Colorado Bilingual/Bicultural Education Act during the 1977-1978 School Year.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-79p.; Executive summary, published separately, is attached.

Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, TX 78752 ($5.00; executive summary $2.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Attendance Patterns, *Bilingual Education, Dropout Rate, Educational Objectives, Elementary Education, *English (Second Language), Norm Referenced Tests, Parent Participation, *Program Evaluation, Self Concept, State Programs, Student Attitudes, Student Evaluation, *Student Improvement

Results of an evaluation of the Colorado Bilingual Education Program are presented. Data contained in the Colorado Bilingual Education Unit's evaluation reports were analyzed to determine the extent to which the programs have been successful in 1977-78 in meeting the objectives of the Colorado Bilingual Bicultural Education Act. Assessment areas concern the following objectives: improvement in performance in comprehension, reading, writing, and speaking the English language; improvement in school attendance and reduction of the dropout rate; development of a positive self concept and attitudes of the student; and increased parental involvement in the school program. The general study design was to compare how well students did in the program with how well they would have been expected to do without it. Using a norm referenced evaluation design, pre-test scores of participating students were used to generate an expected post-test score against which to compare the observed post-test score of participants. Mean pre-test/post-test scores were used for students within each grade level (K-3) and student classification (linguistically different and nonlinguistically different). Findings indicate that the programs have been generally effective in improving the English reading skills of participating students in the 24 programs reporting some useable pre-test/post-test data. (SW)

ED 188 483 FL 011 483

Modern Standard Arabic: Aural Comprehension Course. Volume XVI: Lessons 121-128.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-262p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.25; cassettes $2.40)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adjectives, Adult Education, Adverbs, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Vocabulary Skills

The sixteenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume treats special noun, adjective and adverbial usages, including comparison of adverbs and adjectives. (AMH)

ED 188 566 HE 012 930

A Program for Renewed Partnership. The Report of the Sloan Commission on Government and Higher Education.

Pub Date-Jun 80

Note-309p.; For related study, see ED 184 497.

Available from-Ballinger Publishing Company, 17 Dunster St., Harvard Square, Cambridge, MA 02136 ($18.50)

Pub Type- Reports - Evaluative (142) - Books (010)

Document Not Available from EDRS.

Descriptors-Access to Education, *Educational Administration, Educational Finance, Educational Legislation, Federal Aid, Federal Government, Federal Regulation, *Governance, *Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Research Opportunities, Student Financial Aid

The relationship between higher education and government is examined in light of such issues as institutional autonomy, institutional accountability, and the need for renewed balance between government authority and institutional freedom. The overview in Chapter One offers numerous recommendations for improving the relationship between government and higher education. Recommendations include the following: creation of a single enforcement agency for equal opportunity laws and regulations; reform of the federal financial aid program to insure aid to the needy; modification of Title III; establishment of a National Education Loan Bank; and more funding in areas of research and fellowships. Other chapters discuss: the basic problem between higher education and government; federal regulation; the role of the states; financial aid; federal support for academic research; government and the education of physicians; and Why should we care? Appendices include studies prepared by the Sloan Commission on Government and Higher Education and references; source materials; and basic tables on each chapter. Acknowledgements and notes on members of the Sloan Commission responsible for the study are provided. (LC)

ED 188 589 IR 008 442

Swindler, Luke
Guide to Reference Sources Dealing with North American Indians.
North Dakota Univ., Grand Forks. Chester Fritz Library.
Pub Date-79
Note-15p.

Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Culture, *American Indians, *Annotated Bibliographies, Ethnic Groups, *Ethnic Studies, *Library Collections, North Americans, *Reference Materials, Resource Materials
Identifiers-North American Plains Indians (Anthrop Label)

This is an annotated bibliography of reference sources dealing with North American Indians and includes selected unpublished resources in the Chester Fritz Library, University of North Dakota. Among the resources presented are encyclopedias, biographical dictionaries, handbooks, general indexes, government publications, theses, and dissertations. General library catalog descriptions are included for the Chester Fritz Library, the Peabody Museum of Archaeology and Ethnology, the Library of Congress, and the Newberry Library. Three special sections are devoted to the Plains Indians, folklore, and language and literature. The 53 items listed include three of the unpublished sources. (RAA)

ED 188 693 JC 800 382

Moriarty, Daniel F.

Institutional Advancement: A Marketing Perspective. Part II: A Status Report, 1978-79.

Triton Coll., River Grove, Ill.
Pub Date-18 Apr 79
Note-43p.; For a related document, see JC 800 381
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, College Bound Students, *Community Colleges, Curriculum Development, High School Students, Homemakers, Information Dissemination, *Instructional Improvement, Parents, *Publicity, School Community Relationship, *School Holding Power, *Student Personnel Services, *Student Recruitment, Two Year Colleges, Two Year College Students

This follow-up report examines the status of the recruitment and retention strategies implemented by Triton College in 1978 as part of an effort to utilize the marketing concept in identifying and meeting changing educational needs. The report first provides operational definitions for institutional advancement,'' marketing concept,'' promotion,'' and retention,'' and then details the status of 68 promotional strategies designed to reach selected targeted populations: high school students, homemakers, continuing education students, attendees at campus events, mid-life career changers, persons who require upgraded job or professional skills, parents of currently enrolled or prospective students, community adults, extension faculty, transfer students, and out-of-district students. These strategies included peer recruitment teams, host luncheons, the development of informational materials, workshops, and market research. The status of 45 retention strategies aimed at improving instructional and student support services is then described; among these strategies are improving diagnostic and tutorial services, expanding high demand courses, communicating precise information to students on course content and requirements, and expanding career planning programs. The report concludes with recommendations for continued implementation of the marketing strategies. (JP)

ED 188 866 SE 030 896

George, Steve Swanson, Richard L., Ed.

Point Mugu-Leo Carrillo, Teacher's Guide, Part II: The Main Event, What to Do at the Park or Beach.

California State Dept. of Parks and Recreation, Sacramento.

Pub Date-Mar 80

Note-72p.; For related documents, see SE 030 894-898.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Class Activities, Conservation Education, *Earth Science, *Ecology, Elementary Education, Environment, *Environmental Education, Field Trips, Interdisciplinary Approach, Natural Resources, Nature Centers, *Outdoor Education, *Science Education

This field trip guide, designed for use in specific state parks, is also a guide useable in general by teachers who are not outdoor-types. The guide is divided into three sections. The first section includes information for teachers concerning the assembly of a successful field trip package. The second section contains reproducible self-guiding activity sheets with answers and teaching suggestions. The third section includes activity sheets for the parks, to be assembled into student field books. Activity designs can be modified for other localities. (RE)

ED 188 915 SE 031 338

Allen, Rodney F.

Energy Education: Goals and Practices. Fastback No. 139.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date-80

Note-49p.; Contains occasional small print.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75 to nonmembers, $0.60 to members; Discounts on quantity orders).

Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, Conservation Education, *Curriculum Development, *Elementary Secondary Education, *Energy, *Energy Conservation, *Models, Science Education

Identifiers-*Energy Education

This pamphlet presents a discussion of contemporary issues in energy education within the public schools. It further presents a model of energy education along with example lessons. A section is devoted to discussion of means of introducing energy issues into the curriculum. An appendix of source materials for energy education and a bibliography is also provided. (RE)

ED 188 441 FL 010 802

Setzler, Hubert H., Jr. And Others

Method for Determining Language Objectives and Criteria. Executive Summary.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-91p.; For related documents, see FL 010 789-801.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Communicative Competence (Languages), Data Analysis, Data Collection, Educational Objectives, Higher Education, *Instructional Systems, *Languages for Special Purposes, Language Usage, Mandarin Chinese, Military Personnel, Occupational Information, Russian, *Second Language Instruction, *Skill Analysis, Spanish, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA

This executive summary describes the communication/language objectives-based system (C/LOBS) developed to support the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS functions as a subsystem of the instructional systems development (ISD) approach currently in use in the TRADOC school system. The task assigned to this project, which is described in 13 volumes, was to develop a systematic set of procedures for determining terminal skill objectives (TSOs) and their supporting enabling objectives (EOs) for foreign language training within the ISD framework. This system must be capable of determining the TSOs and EOs for any job/duty position in any language. Five job/duty positions and three languages were selected for field testing and system validation. The languages are Iberian Spanish, Russian, and Mandarin Chinese; the five job/duty positions are: 11B infantryman, special forces (Russian); 11BF1 operations/intelligence specialist, special forces (Chinese); 91B medical specialist, special forces (Russian); 05B radio specialist, special forces (Russian); and military advisory and assistance group officers, Air Force (Spanish). Three phases were developed for the C/LOBS: (1) the task analysis phase; (2) the TSO conversion phase; and (3) the EO phase. (SW)

ED 188 613 IR 008 480

Saracevic, Tefko
Perception of the Needs for Scientific and Technical Information in Less Developed Countries.
Pub Date-Jan 79
Note-127p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Developing Nations, *Economic Development, *Information Needs, Information Systems, Information Utilization, Literature Reviews, *Relationship, Sciences, *Social Change, Technology
Identifiers-Access to Information, *Scientific and Technical Information

This review surveys the literature emanating from less developed countries (LDCs) and international agencies that deals with their perception of the needs of LDCs for scientific and technical information (STI) in relation to social and economic development. It explores five major areas: (1) recognition of STI as it is expressed through international and national STI systems and efforts; (2) availability of STI, including expression of needs for types of STI, selection and acquisition of STI literature, and awareness of STI resources in the United States; (3) accessibility of STI, including its intellectual organization, housing, dissemination, use of information technology, and building of networks; (4) utilization of STI, including use of STI systems, user education, user requirements, promotion, and marketing and evaluation; and (5) education and training of information professionals, including university and continuing education. The major findings and perceived obstacles are summarized in the concluding section. An appendix lists scientific and technical subjects covered by United Nations-related information systems and services. References are provided. (FM)

ED 188 750 PS 011 504

Drummon, Therese Lotham, Michael C., Ed.

Using the Method of Paulo Freire in Nutrition Education: An Experimental Plan for Community Action in Northeast Brazil. Cornell International Nutrition Monograph Series, Number 3 (1975).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Pub Date-75

Note-67p.; For other monographs in this series, see ED 149 838, PS 011 294, and PS 011 502-505.

Available from-Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 ($3.00; make checks payable to Cornell University)

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Change, *Community Involvement, *Developing Nations, *Educational Methods, *Educational Philosophy, Foreign Countries, Health Conditions, *Intervention, Low Income Groups, Nutrition, *Nutrition Instruction, Physical Characteristics, Poverty, Rural Areas

Identifiers-*Brazil, *Freire (Paulo)

This monograph provides an interpretation of the work and ideas of Paulo Freire and describes an attempt to use his methods in a preliminary trial of a small scale nutrition program in four villages in Maranhao State, Northeast Brazil. The introductory chapter indicates the seriousness of the nutritional problems of the rural poor as well as the psychological effects of oppression and suggests that the philosophy and methods of Friere provide a framework for improving the villagers' lives. The next two chapters introduce Freire's educational ideas and methods and are followed by an application of these methods to nutrition education. An exploratory, three month study of the implementation of a nutrition education program is described and discussed in the four remaining chapters. The purpose and design of the study, aspects of the people and locale studied, transcripts of discussions in community meetings, as well as data on food availability, food consumption, clinical signs, anthropometric measurements, their correlations with dietary information, and the process of sharing findings with community members are reported. The final chapter reflects on and informally assesses the use of the Freire Method in the education project. Related materials are appended. (Author/RH)

ED 188 828 RC 012 098

Proceedings of the National Conference on American Indian Community Education (1st, Albuquerque, New Mexico, April 23-25, 1979).

New Mexico Univ., Albuquerque.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-80
Note-57p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Education, American Indians, *Community Education, Community Resources, Community Role, Educational Finance, Educational Philosophy, *Educational Resources, *Labor Force Development, *Learning Activities, *Needs Assessment, Recreation, School Community Relationship, School Role, Tribes
Identifiers-*National Conference American Indian Community Educ

Representatives of Indian tribes from across the nation attended an April, 1979, Center for American Indian Community Education Conference in Albuquerque, New Mexico, to attempt to define community education in an American Indian context. The conference was organized around a modified Delphi Process and all attendees were urged to participate. Participants produced a large body of data and ideas in six forums concerning Indian Community Education (ICE), resources, activities, school and community roles, manpower training needs, and implementing ICE. Among other things participants felt that: important ICE resources included the community itself and the schools; a basic premise of success is essential to ICE; recreation is a significant part of the educational process; and the school must be an integral part of the community for which it develops resources. The conference held implications for the future, including the need for greater awareness of Indian needs on the part of funding sources; program development and implementation; higher federal funding priority for ICE programs; and expanded use of school facilities. Results of a needs assessment questionnaire completed by participants indicated that on-the-job training, alternative education programs, basic English language skills, funding knowledge and recreational activities were foremost concerns. (SB)

ED 188 846 RC 012 121

Lerma, Joe L.

Mexican Americans' Perceptions of Differential Chicano Therapist Characteristics.

Pub Date-8 Feb 80

Note-21p.; Not available in paper copy due to author's preference. Paper presented at the Southwest Educational Research Association meeting (Houston, TX, February 8, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Counseling Techniques, *Counselor Characteristics, Counselor Client Relationship, Counselor Qualifications, *Credibility, Empathy, Ethnic Bias, Ethnicity, *Mexican Americans, Nonprofessional Personnel, *Psychotherapy, Therapeutic Environment, *Therapists

Identifiers-*Skin Color, Texas (Austin)

The proposed study will examine some critical therapist characteristics (skin color, speech rhythm, expertise levels, and counseling approach) possessed by present Chicano mental health personnel. One hundred and sixty lower division Mexican American college students will be asked to rate the therapist on expertness, attractiveness, trustworthiness, and suitability for personal disclosure. The affect of these therapist characteristics on the students' ratings will be examined. The students, who are to be of low or middle socioeconomic status, are to react to a videotape and audiotape therapy session'' portraying a Chicano psychotherapist. A 2x2x2x2 factorial analysis of variance is to be used. Independent variables are to be ascription of professional/nonprofessional title (Dr./Mr.) and qualifications, and directive vs. nondirective text in the vignette shown to the subjects. Two questionnaires are to be used to rate the therapist expertness, attractiveness, trustworthiness, and suitability for personal disclosure. Seven hypotheses favoring nonprofessional and directive therapy (where over half of therapist responses ask specifics or urge rationality) rather than nondirective (with restatement echoing) are posited. Thus given doubts of the averred Chicano therapist expertise, the Spanish-accented speech rhythm is nevertheless expected to induce impressed subjects' cooperation and handicap empathy''. (SC)

ED 188 963 SO 012 653

Trzcinski, Louis C. Nelhybel, Vaclav

The Composer's Blueprint: A Teacher's Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-78

Note-26p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Television, Junior High Schools, Methods Courses, *Music, Music Activities, *Musical Composition, Music Appreciation, *Music Education, Music Techniques, Teacher Education

This teacher's guide is designed to accompany two 15-minute color television programs dealing with the creative process involved in conceiving a composition. The programs are appropriate for junior high school string students and instrumental students in string methods courses at teacher training institutions. In the program, the composer explains how he designs the plan or blueprint that he follows. He make choices and establishes priorities and decides what materials and which techniques are best suited to achieve variety and continuity in the flow of the music. The conductor communicates the blueprint to the players and helps to achieve an efficient rehearsal and meaningful performance. Each lesson in the guide includes objectives, a dialogue digest, pre- and post-program activities, and a composer's letter containing background information and suggestions about how to make the players aware of their function within the whole ensemble. Activities involve students in listening to and discussing compositions, drawing charts, playing compositions, and sight-reading selections. (Author/RM)

ED 188 982 SO 012 675

Kirby, Douglas And Others

An Analysis of U.S. Sex Education Programs and Evaluation Methods. Volume II.

MATHTECH, Inc., Bethesda, Md.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Report No.-CDC-2021-79-DK-FR
Pub Date-Jul 79
Contract-200-78-0804
Note-187p.; For a listing of related documents, see SO 012 673.
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adolescents, Attitude Change, Educational Objectives, Elementary Secondary Education, *Measurement Objectives, *Measurement Techniques, Program Descriptions, *Program Effectiveness, *Program Evaluation, *Research Methodology, *Sex Education, Teacher Characteristics

This volume, second in a series of five, focuses on methods to evaluate sex education programs. It is presented in five chapters. Chapter One critically reviews previously used methods of evaluating programs and makes suggestions for improving those evaluations. Problems of experimental designs which incorporate an experimental/control group and student surveys include control of error, failure to measure potentially important consequences, selective publication of successful results, nonrandomness of courses selected for evaluation, and poor instrumentation. Chapter Two discusses advantages and disadvantages of major types of methodological designs for school programs and recommends designs for particular goals. Chapter Three discusses different methods of obtaining new information about important features and outcomes of sex education programs. Chapter Four presents results of a survey in which experts rated topics of importance in a sex education program. Chapter Five provides and discusses six questionnaires for measuring features and outcomes of programs identified in Chapter Four. (Author/KC)

ED 188 507 HE 012 573

The Council for Higher Education. The Planning and Grants Committee Annual Report No. 6, Academic Year 1978/79.

Council for Higher Education, Jerusalem (Israel).

Pub Date-Feb 80

Note-35p.

Available from-Council for Higher Education, P.O. Box 4037, Jerusalem, Israel

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agency Role, Annual Reports, Budgets, *College Planning, *Committees, Enrollment Trends, Federal Government, Foreign Countries, *Government Role, Government School Relationship, *Higher Education, Publications, Resource Allocation, State Boards of Education

Identifiers-*Council for Higher Education (Israel), Israel

The annual report includes a description and history of the Israeli Planning and Grants Committee, a list of members and officers, report of the director general (the work program, administration, contact with the universities, committe liaison with the Council for Higher Education, government relations, relations with the Jewish Agency, information exchange, and vistors), a section on the Israeli university system (basic statistics, special projects, budget and funds allocations, funds for special purposes, and the development budget), and appendices. The appendices include: purposes of the Planning and Grants Committee, regular and special budget statistics, some from as early as 1973-74, an enrollment summary for 1968-70 through 1978-79, a list of subcommittees, and a list of available publications. (MSE)

ED 188 525 HE 012 800

Cleland, Charles L.

The Ombudsman Function. Teaching-Learning Issues, No. 38, Fall 1978.

Tennessee Univ., Knoxville.

Pub Date-78

Note-11p.; Prepared through the Learning Research Center.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, College Students, Grading, *Grievance Procedures, Higher Education, *Ombudsmen, *Student College Relationship, *Student Problems, *Student Rights, *Student Welfare

Identifiers-*University of Tennessee Knoxville

The problems brought to the Ombudsman Office at the University of Tennessee, Knoxville, are considered. Many of the questions brought to the Ombudsman Office concern grades and grading practices, but nonacademic problems are also questioned. Many of the problems are the result of misinformation having been given to the student. Patronizing or rude treatment of students by university employees can also cause problems. Three academic problems that were brought to the office are described, and suggestions on how to minimize problems with students are offered. The issue of students seeking legal redress for problems occurring on the campus is addressed. (SW)

ED 188 655 JC 800 192

Groff, Warren H.

Planning Technical Education for the Eighties.

Pub Date-27 Mar 80
Note-68p.; Paper presented at the Annual National Conference on Technical Education (17th, March 27, 1980)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, *College Planning, Continuing Education, *Educational Change, *Educational Planning, *Educational Trends, Faculty Development, Leadership Responsibility, Literature Reviews, Organizational Objectives, Program Descriptions, Program Development, *Technical Education, Technical Institutes, Two Year Colleges, Vocational Education, Work Environment

Literature and model programs are reviewed in an examination of the planning environment for post-secondary technical education in the 1980's. The report first discusses the origins and consequences of four trends affecting vocational education: the growing demand for part-time, adult continuing education; increased demands for accountability; the exhaustibility of resources; and changes in the workplace creating worker dissatisfaction, labor underutilization, and increased investment in research and development. A planning process designed to keep technical education viable in light of these forces is then presented, incorporating: (1) the establishment of protocol and planning structures; (2) methods of reaching consensus on the proper role of the college in society; (3) methods of specifying planning goals; (4) program development techniques to achieve these goals; and (5) a personnel development component which takes into account the various stages of individual development and helps faculty adjust to non-traditional students and teaching methods. Next, the leadership roles which colleges and professional associations can play are examined in terms of setting national educational policy, educating legislators, and achieving public credibility. (JP)

de la Rocha-Petris, Gilberto

Chimextla Project. A Summary Report on Educational Needs of Latinos: County of San Mateo.

San Mateo Community Coll. District, Calif.

Pub Date-Apr 80

Note-243p.

Language-English; Spanish

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Academic Achievement, Academic Aspiration, Adults, Age, Bilingual Education, College Faculty, College Graduates, *Community Characteristics, Community Colleges, Community Organizations, Community Surveys, *Educational Attitudes, *Educational Needs, Employment, Family Income, Females, High School Students, *Hispanic Americans, Language Fluency, Males, Multicampus Colleges, Needs Assessment, Place of Residence, Questionnaires, Self Concept, Social Problems, Social Workers, Teaching Methods, Two Year Colleges, Two Year College Students, Youth Problems

A survey was conducted by the San Mateo County Community College District in Fall 1979 to determine the demographic characteristics of the Latino population in San Mateo County (i.e., age, sex, place of residence, income, ethnic orientation, language of greater fluency, employment status, and occupation); Latino attitudes toward their educational needs and preferences; and assessments of these needs by professional groups who serve the community and by Hispanic faculty and staff. Seven groups were surveyed: (1) a random sample of Latino students enrolled at the District's three campuses; (2) a geographically balanced sample of Latino high school students in the county; (3) Latinos who graduated or received a certificate from one of the three campuses between September 1976 and June 1979; (4) Latino adults who were members of Hispanic community organizations; (5) Latino faculty and staff; and (6) county social and community service workers who served Latino clients. For each respondent group, the survey report provides a demographic profile and a textual and graphic analysis of the survey responses. Conclusions based on the findings are also provided,

including recommendations for the increased use of Spanish media, the expansion of academic counseling services to meet the career information needs of Latino residents, and an increase in the emphasis on bilingual education. A Spanish translation and survey instruments are appended. (JP)

ED 188 867 SE 030 897

Swanson, Richard L.

Point Mugu-Leo Carrillo, Teacher's Guide, Part III: The Data Book Land, Life, and Chumash Culture.

California State Dept. of Parks and Recreation, Sacramento.

Pub Date-Mar 80

Note-35p.; For related documents, see SE 030 894-898. Photographs will not reproduce well.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, Conservation Education, *Ecology, Elementary Education, Environment, *Environmental Education, Field Trips, Interdisciplinary Approach, Natural Resources, Nature Centers, *Outdoor Education, *Science Education, *Social Studies

This data book is an information source for a specific state park. However, it contains principles of organization useful in other areas. The data book describes the topography and ecology of the field trip site in a first section. A second section covers the cultural history of aboriginal people who inhabited the area before white settlement. (RE)

ED 188 942 SE 031 467

Biomedical Science, Unit II: Nutrition in Health and Medicine. Digestion of Foods; Organic Chemistry of Nutrients; Energy and Cell Respiration; The Optimal Diet; Foodborne Diseases; Food Technology; Dental Science and Nutrition. Student Text. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-262p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Allied Health Occupations Education, Career Education, *Instructional Materials, *Integrated Curriculum, *Nutrition, Science Course Improvement Projects, Science Curriculum, *Science Education, Secondary Education
Identifiers-*Biomedical Interdisciplinary Curriculum Project

This student text presents instructional materials for a unit of science within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on nutrition in health and medicine and include sections on the digestion of foods, organic chemistry of nutrients, energy and cell respiration, diet, foodborne diseases, food technology, and dental science and nutrition. Reading materials, graphs, illustrations, and problems accompany each of 43 sections. (CS)

ED 188 423 EC 124 383

Thurmon, Christine

EXTEND: Exercises to Encourage Development. A Program of Parent Involvement.

Pub Date-Apr 80
Note-6p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-2).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, Early Childhood Education, *Home Programs, *Parent Participation, Prevention, Program Descriptions, Program Effectiveness
Identifiers-Exercises to Encourage Development Program

The Exercises to Encourage Development (EXTEND) Program for developmentally delayed students is described and evaluation results presented. Designed to provide attention to the child with developmental lags in the areas of motor skills, perceptual sensations, or expressive-receptive language, the program attempts to prevent potential academic problems. EXTEND provides materials and lesson plans for specific tasks to be completed by the child under the direction of the parent, and requires ongoing communication and evaluation between the parents and the coordinator. A 2 year study of the program, involving approximately 75 students each year, appeared to substantiate the program objective that specifically guided intervention would provide significant growth and help facilitate long range changes in the parent-child relationship. (Author/CL)

ED 188 546 HE 012 837

Scherer, Charlotte L., Ed.
Facilitator's Manual: Summer Transitions. 2nd Edition, 1980.
Bowling Green State Univ., Ohio. Div. of General Studies.
Pub Date-80
Note-106p.
Available from-University Division of General Studies, Bowling Green State University, Bowling Green, OH 43403 ($5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), *College Freshmen, Educational Counseling, Graduate Students, Higher Education, *Orientation Materials, Resource Materials, *School Orientation, *Student Adjustment, Student College Relationship, *Summer Programs, Teacher Interns, *Teaching Guides, Team Teaching
Identifiers-*Bowling Green State University OH

This teacher handbook provides guidelines and materials for graduate students who prepare entering freshmen at Bowling Green State University for the rigors of academic life. A series of exercises show summer instructors, called facilitators,'' how to get students to: map their environment, use local resources, read and mark textbooks, study and train the memory, listen effectively to professors and lecturers, review for examinations, write effectively, manage time, solve personal problems, handle academic issues responsibly, and bridge the gap between the world of self and the world of knowledge. Through class activities, assignments, field trips, and a special emphasis on developing study skills, students learn how to function in an academically challenging environment and plan for their own growth and development. Facilitators are often paired with interns drawn from area high schools to allow a team teaching experience with a group of entering freshmen. Grading guidelines and suggestions for session planning and coordination are included. Students are also encouraged to keep a journal of their experiences. An appendix lists resource persons and support services available to both facilitators and students in the Bowling Green area. (DC)

Guide to Sources: American History, Anthropology, Folklore, Business Administration, Education, English, Food Science, French, German, Music, Philosophy, Political Science, Psychology, and Sociology.

Maine Univ., Orono. Raymond H. Folger Library.
Pub Date-79
Note-134p.; For related documents, see ED 150 993-994, ED 150 996-997, ED 150 999, ED 151 001, ED 151 004, ED 151 006-009, and ED 174 222.
Pub Type- Reference Materials (130) - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Libraries, *College Libraries, College Students, Higher Education, *Information Seeking, *Library Guides, *Reference Materials, Researchers, *Resource Materials

This group of 13 library guides, designed to introduce the student to some of the bibliographical tools available in various subject areas at Fogler Library, is not intended to be a complete listing, but rather a selective introduction to the many sources of information available to the beginning researcher. Information is provided on the use of the card catalog, Library of Congress subject headings, call numbers, and Dewey Decimal Classification related to the specific topic being presented. The researcher is further directed to atlases, bibliographies, biographical sources, dictionaries, dissertations, government publications, handbooks, indexes and abstracts, manuscripts, microforms, newspapers and periodicals, style manuals, audiovisual sources, yearbooks and other reference materials. Subjects included in this group are American History, Anthropology-Folklore, Business Administration, Education, English, Food Science, French, German, Music, Philosophy, Political Science, Psychology, and Sociology. (RAA)

ED 188 636 IR 008 505

Cohen, David

Performance Report for Ethnicity and Librarianship Institute II: Multiethnic Library Materials, Programs, and Services in New York City and Its Environs Long Island, Westchester, Connecticut, New Jersey.

City Univ. of New York, Flushing, N.Y. Queens Coll. Library Science Dept.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-155p.; Best copy available.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Ethnic Groups, *Institutes (Training Programs), *Librarians, Library Materials, *Library Material Selection, Library Science, *Library Services, Postsecondary Education
Identifiers-*City University of New York Queens College

This report describes the activities and accomplishments of an institute for college credit at the post-master's degree level which focused on the provision of better library materials and the development of library programs for ethnic groups. The institute was organized in four parts: (1) ethnic studies heritage and contribution of minority groups, their treatment in library media, demography, history, politics, and sociology; (2) development of library programs for minorities assessment of ongoing programs and new designs in programming; (3) library resources available for public libraries, school and college libraries; and (4) ethnic resource facilities, specifically in the metropolitan New York area, examined in class and on field trips. A comparison of actual accomplishments with stated goals

and objectives reveals success in 11 of 14 goals and in the five objectives of the program. The report presents major changes or revisions in the program, the impact on Queens College, evaluation reports, unique and innovative program features and activities, problems and their solutions, field trips and accomplishments, and program effectiveness. In conclusion, it recommends that the course of study outlined here be included in the curriculum of library education. Various aspects of the program are detailed in 14 appendices. (Author/RAA)

ED 188 712 JC 800 409

Mahon, Jack

Management Development: A Model.

Bucks County Community Coll., Newtown, Pa.
Pub Date- 78
Note-19p.; Paper presented at the Northwest Regional Conference of the National Council for Staff, Program and Organizational Development (Mount Laurel, NJ, November 17, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrators, *Community Colleges, *Management Development, Models, Needs Assessment, Objectives, *Program Development, Program Evaluation, *Program Implementation, Scheduling, Seminars, Two Year Colleges, Workshops
Identifiers-Bucks County Community College PA

This report details the plans and procedures developed by the Task Force on Management Development at Bucks County Community College, as well as the activities which resulted from that planning. The report begins by stating the charge of the Task Force, and the time frame during which the long- and short-term goals of management development could be met. Next, the model used by the Task Force is outlined, emphasizing the target population, the processes used, and the time line for each of seven steps: (1) gaining institutional commitment through participation of those to be affected by the program, (2) identifying organizational needs, (3) identifying short-term needs of persons in various levels of management, (4) setting goals for the program, (5) designing action plans to fulfill stated goals, (6) implementation, and (7) evaluation. The report then describes the seminars and workshops conducted during 1976 which were related specifically to the needs expressed by administrative personnel and the reviews they received. The report is appended by a description of the activities planned in the areas of time management, budgeting, styles of management, goals and objectives, interviewing, performance review, and interregnum, as well as a program evaluation form. (AYC)

ED 188 731 JC 800 450

Hendrick, Larry

An Integrated Student Diagnosis and Instructional Model: A Supplementary Paper to the Educational Programs Report of the Los Rios Community College District Master Plan.

Los Rios Community Coll. District, Sacramento, Calif.
Pub Date-11 Jun 80
Note-42p.; Appendix 3 contained copyrighted material and is therefore not available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Style, *Community Colleges, Competency Based Education, *Developmental Studies Programs, *Educational Diagnosis, Educational Needs, *Instructional Development, Remedial Programs, Teaching Methods, Testing Programs, Two Year Colleges, *Two Year College Students

As a supplement to the Los Rios Community College District Master Plan, this paper provides a model for student diagnosis within the district's instructional programs. The report first identifies three diagnostic areas: determination of the remedial instruction needed by students, identification of their preferred learning styles, and survey of their aptitudes and educational objectives. Seven recommendations for the implementation and integration of the diagnostic model within instructional programs are then provided: (1) establish a formalized diagnostic program; (2) encourage all full-time students to undergo diagnosis and enter the instructional program at the educational skill level most appropriate to their current abilities; (3) develop a pre-college'' curriculum to improve learning skills; (4) establish and articulate minimum learning skill levels for each course offered; (5) provide cumulative conceptual levels of instruction for all introductory general education courses; (6) use competency-based instruction where appropriate; and (7) promote the further use of self-paced, open entrance/open exit, computer-assisted instruction. A rationale for each recommendation and a discussion of factors affecting its implementation are presented. The appendix describes a survey of the instructional practices of district faculty. (JP)

ED 188 771 PS 011 540

Kotsonis, Miriam E. Patterson, Charlotte J.

Comprehension Monitoring in Learning Disabled and Normal Children.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Apr 80

Contract-300-77-0495

Grant-NSF-BNS-77-15277

Note-24p.; Based on first author's master's thesis, University of Virginia. Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Comprehension, Elementary Education, *Elementary School Students, Error Patterns, *Learning Disabilities, Males, Tests

Identifiers-*Monitoring

This study compared the comprehension monitoring skills of learning disabled (LD) and normal elementary school children. Comprehension monitoring, the ability to evaluate one's level of understanding of incoming messages, was assessed using two separate tasks. In the first (referential task), the child took the role of the listener in a referential communication situation and was asked to monitor his comprehension of the speaker's messages. In the second (game-learning task), the child learned a new game by listening to rules presented by an adult, and was asked to indicate when he had heard enough rules to play the game. The subjects were 12 younger LD boys (7-8 years of age), 12 older LD boys (9-10 years), 12 younger and 10 older normal boys matched on age and IQ with the LD subjects. Results showed that compared to normals, LD children made more comprehension monitoring errors for both adequate and inadequate messages on the referential task, and were more likely to say they knew how to play before they had heard enough rules on the game-learning task. Possible explanations of the results in terms of inattention or impulsivity of the LD children were considered and rejected. No age effects were observed. Thus, the major finding was that, relative to a matched sample of normals, LD children were deficient in comprehension monitoring skills. (Author)

Roscoe, David R. And Others

Relationship Between Developmental Problems and Social-Emotional Problems in Preschool Children.

Pub Date-9 May 80
Note-19p.; Paper presented at the Annual Meeting of the Western Psychological Association (Honolulu, HI, May 9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, *Discipline Problems, *Emotional Problems, *Learning Problems, Listening Skills, *Preschool Children, Preschool Education, *Screening Tests, Sex Differences
Identifiers-Disruption, Distractibility

Developmental-academic and social-emotional checklists completed by teachers were used by the Hawaii Department of Health teams to screen preschool age children. The checklists reliably distinguished between 1,376 developmental referrals and 226 non-referrals. The developmental checklist data indicated that the teachers' most frequent developmental-academic concerns were distractibility, disruptive behaviors and poor listening skills. Significant correlations were found to exist between developmental-academic and social-emotional factors on the two checklists. Age of the child was found to be negligibly correlated with all of the social-emotional scores, which suggests that chronological age in this group of children can probably be ruled out as a significant factor in the observed relationships. Analysis of the relationship between sex and social-emotional and developmental-academic concerns indicated significant differences between males and females in only the Hostile-Aggressive scores and Speech-Hearing-Language concerns. Boys tended to be more hostile and aggressive than girls, while girls tended to be the subjects of more speech-hearing-language concerns. (Author/SS)

RC

ED 188 892 SE 031 139

Carpenter, Thomas P. Moser, James M.
An Investigation of the Learning of Addition and Subtraction.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TP-79
Pub Date-Nov 79
Grant-OB-NIE-G-78-0217
Note-69p.; Report from the Project on Studies in Mathematics.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Addition, Elementary Education, *Elementary School Mathematics, Grade 1, Learning, Longitudinal Studies, Mathematics Curriculum, Mathematics Instruction, Problems, *Problem Sets, Problem Solving, *Subtraction
Identifiers-*Mathematics Education Research

This paper describes the research program of the Mathematics Work Group of the Wisconsin Research and Development Center for Individualized Schooling. The major interest is in the development of children's abilities to solve verbal addition and subtraction problems and particularly in the processes and strategies used by children. Three factors are considered: (1) problem structure, (2) student characteristics, and (3) the nature of instruction. An analysis of verbal problems is presented. This analysis includes a discussion of various types of problem entities: discrete sets, continuous attributes, and actions or transformations. Problem structure is also analyzed along three dimensions: action vs. static relationships, set inclusion, and order (larger vs. smaller). Examples of various problem types are given. Results from the first year of an ongoing (1978-1981) longitudinal study of primary age students are included. These results are mainly gathered from individual problem-solving interviews with about 150 subjects. Various strategies employed and their change over time are examined. The paper concludes with a discussion of the implications of the research, both present and contemplated, for instruction. (Author/MK)

ED 188 916 SE 031 339

Lewandowski, Joseph J., Comp.
Alaskan Environmental Impact Statements A Bibliography.
Alaska Univ., Fairbanks. Elmer E. Rasmuson Library.
Pub Date-80
Note-41p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making, *Environment, *Environmental Influences, *Federal Regulation, Natural Resources, *Public Policy
Identifiers-*Environmental Impact Statements

This bibliography is an attempt at compiling and organizing a comprehensive list of Alaska environmental impact statements. Arrangement is by the main issuing or responsible agency and is then divided into sub-agencies. Several publications which are not official environmental impact statements, but of a similar nature, are also included. The bibliography was prepared in response to the current interest in Alaska lands. An introduction is provided. (RE)

ED 188 484 FL 011 484

Modern Standard Arabic: Aural Comprehension Course. Volume XVII: Lessons 129-136.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-153p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.45)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, *Intensive Language Courses, Listening Comprehension, Postsecondary Education, Reading Instruction, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Vocabulary Skills

The seventeenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. The lessons in this volume are concerned with increasing reading comprehension skills. Passages in both journalistic and literary style are reproduced. Various kinds of vocabulary building and reading comprehension exercises are provided. (AMH)

ED 188 811 RC 012 080

Keller, Rosanne

Is There a Gun in the House? Gun Safety in the Home.

Literacy Council of Alaska, Fairbanks.
Pub Date-77
Note-31p.; For related documents, see RC 012 080-84.
Available from-Environmental Health Branch, Alaska Area Native Health Service, Box 7-741, Anchorage, AK 99501 (free to Native Americans)
Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accident Prevention, Adult Education, Alaska Natives, American Indians, Elementary Secondary Education, *Environmental Influences, Equipment Storage, Family Environment, Illustrations, *Literacy Education, Mechanical Equipment, *Outdoor Education, *Safety Education, Skill Development
Identifiers-*Alaska, *Guns, Hunting, Survival Skills

Written in a conversational style with illustrations, this booklet from a series of home literacy readers is directed at the Alaskan environment where guns are a way of life, used for food and defense from animals. But more than 10% of the 1,300 U.S. deaths from gun accidents occur in Alaska, and more than 70%, at home. Nearly half the victims are under 21. Gun safety is a matter of knowing when and how to handle guns.

It is important, for example, to store guns and ammunition away from children, to teach children not to play with guns, and to teach them how to shoot when hunting. Guns should be kept unloaded whenever possible. When carrying guns, one should keep the safety on, fingers outside the trigger guard, and uncocked (open actions of shotguns), especially if jumping or climbing. Guns, instead of being packed loose in travel gear, should be disassembled and the pieces wrapped. Alcohol should not be consumed when hunting or gun cleaning. One should never shoot at flat hard surfaces or water, and always make sure of the target. People should be warned of loaded guns at fishing camps or when trapping. Children should be forewarned to stay away from strange guns. A gun should always be treated as if it were loaded. (SC)

ED 188 526 HE 012 801

McLean, James Dickson

Unsolicited Remarks: On the Nature and Purpose of University Education. Teaching-Learning Issues, No. 39, Winter 1979.

Tennessee Univ., Knoxville.

Pub Date-79

Note-11p.; Prepared through the Learning Research Center.

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Education, *College Role, *Critical Thinking, Cultural Influences, Educational Change, *Educational Improvement, *Educational Quality, *Higher Education, *Student College Relationship

The need to improve the quality of university education, the relationship between university and student, and suggestions for reform are examined. It is suggested that first-quarter students be provided the opportunity to attend a sequence of interdepartmental courses and a seminar that would address the nature and purpose of education. The need to develop the ability to think rather than just to know facts about issues is noted. The emphasis in current times on entertainment and a view of life satisfaction in terms of sensation and possession rather than in terms of comprehension and expression is noted. Additional cultural influences that affect today's students are considered. (SW)

Profiles of the SREB States. Organization for Coordination and Budgeting of Higher Education.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-80
Note-75p.; Prepared for the SREB Annual Meeting (Palm Beach, FL, June 1980).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization, *Budgeting, *Governance, Governing Boards, Government Role, *Higher Education, Power Structure, *State Boards of Education, State Government, *Statewide Planning
Identifiers-Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, United States (South), Virginia, West Virginia

The theme of the meeting for which these profiles were prepared is Coordinating Higher Education: Setting State Policies in the 80s.'' The profiles of the 14 states covered by the Southern Regional Education Board (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia) summarize their structure for postsecondary education and budgeting. Among the elements described: the state-level coordinating and/or governing agency, institutional governing boards, 1202 Commission, state agency for vocational education, budgeting process, and legislative process for appropriation. A chart is included that gives a regional overview of the states' coordinating and budgeting systems. (MSE)

ED 188 694 JC 800 383

Schwerin, Ursula

Institutional Mission in an Era of Retrenchment.

Pub Date-10 Jan 80
Note-15p.; Paper presented to the Annual Meeting of the American Association of Colleges (Phoenix, AZ, January 10-12, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Role, *Community Colleges, Declining Enrollment, Educational Finance, *Educational Philosophy, Educational Planning, Financial Problems, Institutional Cooperation, *Organizational Objectives, *Retrenchment, School Holding Power, Student Recruitment, Two Year Colleges
Identifiers-City University of New York

If colleges are to avoid becoming mere self-perpetuating bureaucracies, administrators should dispel the notion that retrenchment in times of fiscal constraint must necessarily compromise institutional mission. Indeed, institutional mission is anchored in the rationale for a college's existence in the first place. Mission statements articulate educational goals which transcend, to a great extent, economic and demographic changes; as such, these statements should never be formulated as transient policies to be refocused in times of serious external pressures. As diminishing student enrollments and declining financial resources necessitate retrenchment policies, colleges should keep in mind that attempts at institutional survival and job-preservation tactics, such as cutbacks in high-cost programs and recruitment campaigns which promise education without study, can only diminish the ability of the college to fulfill its mission. Institutional integrity can be protected by concentrating efforts on retention, as well as recruitment, and by participating in regional educational planning to assure that necessary cutbacks do not inhibit the fulfillment of area educational needs. Such actions, while requiring different approaches to a college's mission, do not change that mission itself. (JP)

ED 188 964 SO 012 654

Brandt, Karen S.

Music, Art, and Phy Ed are Basic.

Pub Date-20 Apr 80
Note-8p.; Paper presented at the National Association of Elementary School Principals' Convention (Miami, FL, April 20, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Art Education, *Basic Skills, *Cognitive Development, Creative Development, Elementary Education, Motor Development, *Music Education, *Physical Education, Self Esteem, Student Needs

The music, art, and physical education areas can lay the groundwork for the basic skills of reading, writing, and arithmetic. For example, music instruction develops receptive, auditory, visual, emotional, and mathematical areas. Art instruction emphasizes eye-hand coordination, creativity, concentration, spatial relationships, planning, and listening skills. Finally, physical education reinforces controlled movement, balance, concentration, coordination, listening skills, and group interaction. (Author/KC)

ED 188 424 EC 124 384

Swartz, Stanley L. And Others

Transition Practices and Parental Involvement in Early Childhood Handicapped Programs.

Western Illinois Univ., Macomb.
Spons Agency-Illinois State Board of Education, Springfield.
Pub Date-Apr 80
Note-36p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-4).
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, *Early Childhood Education, Exceptional Child Research, *Parent Participation, Parent School Relationship, *Program Evaluation, State Programs, *Student Placement
Identifiers-Illinois

Transition practices and parental involvement in early childhood handicapped programs were studied in 74 Illinois public preschool handicapped programs. Data was collected by personal interview of teachers and parents of children enrolled in the programs. Transition practices, including mainstreaming efforts, were found to be inadequately planned and implemented. Program entrance and exit standards were not clearly defined and sending and receiving teachers had limited contact in program and placement decisions. Actual and preferred parental involvement data for nine parental roles were collected. Discrepancies were found that suggested confusion by both teachers and parents regarding appropriate and productive parental involvement. Efforts reported to encourage parental involvement were contraindicated. (Author/SBH)

ED 188 442 FL 010 892

Pierce, Joe E.

The Nature of Natural Languages.

Pub Date-79
Note-169p.
Available from-The Hapi Press, 512 SW Maplecrest Drive, Portland, OR 97219 ($7.95)

Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acoustic Phonetics, Child Language, Consonants, Contrastive Linguistics, *Deep Structure, *Distinctive Features (Language), English, Form Classes (Languages), Japanese, Language Acquisition, Language Patterns, *Linguistic Theory, Morphemes, *Morphology (Languages), Phonemes, *Phonology, Speech Communication, Structural Analysis (Linguistics), Syntax, *Transformational Generative Grammar, Turkish, Vowels
Identifiers-*Markov Processes

A variety of types of evidence are examined to help determine the true nature of deep structure'' and what, if any, implications this has for linguistic theory as well as culture theory generally. The evidence accumulated over the past century on the nature of phonetic and phonemic systems is briefly discussed, and the following areas of analysis are considered: (1) how phonemes are differentiated from each other by distinctive features and as fuzzy sets; (2) how morphemes come in two fundamentally different types, some of which form crisp sets and some of which are quite fuzzy; (3) how morphemes are combined into words which are not necessarily organized into classes in the same way that morphemes are; and (4) the fact that on the so-called syntactic level of analysis there are a variety of different types of units. Since it is proposed that the only thing that is transmitted from the speaker to listener is the vocal symbol, (i.e., the form), it is concluded that all linguistic analysis must proceed from the forms. It is suggested that at the point that phonemes are identified, morphemes are identified in terms of the sequence of phoneme combined with the statistical probabilities of occurrence. Then morphemes are identified on the basis of the phonemes and a Markov process (statistical probabilities) until a word is identified. Then the phrases are identified on the basis of the words and a statistical process and so on up the line. (SW)

ED 188 461 FL 011 361

Lindsay, Patricia Maurine And Others

The Crosslanguage Intelligibility of Phonemes. Sources of Interference in International Voice Communication. Final Technical Report.

California Univ., Santa Barbara.

Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date-74

Grant-NSF-GY-11468

Note-66p.; Some broken type. Research prepared through the Phonetics Research Facility.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Auditory Perception, Language Research, *Mutual Intelligibility, Native Speakers, Non English Speaking, North American English, *Phonemes, *Phonetics, *Verbal Communication

Identifiers-*Air Traffic Controllers

The intelligibility of crosslanguage voice communication in American English was studied in situations where the phonemes of that language are uttered by American speakers and identified by speakers of German, French, and Mexican Spanish and in situations where they are uttered by speakers of German, French, and Mexican Spanish and identified by Americans. Nonsense syllable consonants were used as test items. Test items were in English, since international air-traffic communications, the principal area of focus, are carried out mostly in English. The consonants occur in initial and terminal positions in monosyllabic items and intervocally in disyllabic items. Each consonant-times-position was repeated in front-, central-, and back-vowel contexts to determine if vowels differentially affect the perception of the consonants. All the phonetic conditions were repeated in each of three transmission conditions: restricted bandwidth, white noise background, and babbling voice background. Findings indicate that in terms of the classes of phonemes, the stops in final position were by far the most difficult phonemes to identify for all listeners. The stimuli most difficult to perceive were in the noise and babbling conditions in the terminal position. Consonants in intervocalic position were more readily identified than in the other two positions. Recommendations for the improvement of international voice communications are offered. (SW)

ED 188 508 HE 012 681

Study of the Requirements for Forming State Guarantee Agencies. Final Report.
Research and Forecasts, Inc., New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-11 Jun 79

Note-178p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administration, Expenditures, Government School Relationship, Income, *Loan Repayment, Management Development, Needs Assessment, *Program Design, Program Evaluation, Program Proposals, *Public Agencies, *State Aid, State Government, State Programs, *Student Financial Aid, *Student Loan Programs
Identifiers-*State Guarantee Agencies

Requirements for forming state guarantee agencies in the Guaranteed Student Loan Program are presented, based on two previous reports: Perspectives on State Guaranteed Student Loan Programs'' (March 23, 1979) and Status Report on Non-Agency States'' (March 29, 1979). After introductory material on background, purposes, and methodology, this report provides information on the following subjects, each of which comprises a chapter: organization and staffing; operations; revenues and expenses; management information, reporting and EDP support; and default rates. A final section contains recommendations intended to assist representatives of states that are considering the feasibility of a guarantee agency and/or planning the implementation of such an agency. Appendices to this volume contain descriptions of technical assistance, summary of the data collection guide, guarantee agency functions and status by state, and direct loan programs. Examples of the numerous recommendations are these: a task force'' approach to study issues should be used by states considering the formation of a guarantee agency; loan availability and default rates should be included within the scope of the study; multi-year financial projections should be performed; program planning should address all guarantee agency functions; and new agency procedures should be documented. (LC)

ED 188 614 IR 008 481

Prospects, Possibilities, and Alternatives for Federal Support of Libraries and Information Services: Design for the 1980's. A Background Paper Prepared as a Discussion Base for the Continuing Consideration of This Topic in Preparation for and during the White House Conference on Library and Information Services.

National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Oct 78
Note-95p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Federal Aid, *Federal Legislation, Federal Programs.

Financial Policy, *Financial Support, Government Role, *Information Services, *Libraries, Library Services
Identifiers-*White House Conference Library Info Services

Confined to an examination of the law, policy, and mechanisms through which federal funds are channeled directly to those institutions which provide access to information, this paper discusses a process designed to formulate the legislative and policy base for an optimal federal strategy for the fiscal support of libraries and information services. This process focuses on developing considered and reasoned answers to basic questions concerning the nature and pattern of federal fiscal support over the near range of five to ten years, and development by NCLIS and the library community of plans and strategies to influence emerging or needed change in the nature and pattern of federal funding. It presents an overview and objective for funding programs; characteristics of the present intergovernmental fiscal climate with implications for federal funding of libraries; existing federal programs in support of libraries and appraisals of their general effectiveness; and alternate models for federal support of libraries and information services. Appendices include several summaries: (1) a study on the proper roles of federal, state, and local governments; (2) recommendations for a 5-point intergovernmental strategy for reforming the system of federal assistance; and (3) description of federal support programs for libraries and information services. (Author/RAA)

ED 188 751 PS 011 505

Latham, Michael C., Ed. Westley, Sidney B., Ed.

Nutrition Planning and Policy for African Countries. Summary Report of a Seminar Held at the Institute for Development Studies (Nairobi, Kenya, June 2-19, 1976). Cornell International Nutrition Monograph Series, Number 5 (1977).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-77

Note-106p.; For other monographs in this series, see ED 149 838, PS 011 294, and PS 011 502-504.

Available from-Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 ($2.50; make checks payable to Cornell University)

Pub Type- Reports - Research (143) - Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Agricultural Production, Cultural Influences, *Developing Nations, Economic Development, Food, Foreign Countries, Intervention, Needs Assessment, *Nutrition, Nutrition Instruction, *Planning, *Policy, Social Influences, World Problems

Identifiers-*Africa

This paper is the summary report of a seminar which was held in Kenya at the Institute for Development Studies of the University of Nairobi from June 2-19, 1976. The seminar was sponsored by USAID through a contract to Cornell University in Ithaca, New York. Ten English-speaking African countries, whose responsibilities are related to nutrition planning and policy making, were represented by government officers and employees of non-government agencies. Short summaries of the sessions conducted by the seminar staff members are included. Salient nutritional problems of Africa and their complex causes, the socio-cultural factors which influence these problems and their alleviation, and the basic economic considerations relating to the cause and control of malnutrition and food shortages were addressed. However, planning and policy relating to nutrition was the main focus of the seminar. The participants formed working groups and prepared short reports on nutrition planning for Tanzania's Ujamaa villages, on nutrition activities and goals in Kenya, on increased wheat consumption and the trend toward bottle feeding in West Africa, and on nutrition activities in the Sudan. The working group reports are included. (Author)

ED 188 829 RC 012 099

Wurster, Stanley R.

Ft. McDowell Indian Community Preschool Program.

Pub Date-Jun 80
Note-21p.; For a related document, see ED 173 015.
Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, American Indian Reservations, American Indians, *Community Schools, Cultural Awareness, Early Childhood Education, Emotional Development, Family Counseling, Motor Development, *Parent Education, Parent Participation, Parent School Relationship, *Preschool Education, *Program Evaluation, *Reservation American Indians, School Community Relationship, Skill Development, Social Experience
Identifiers-Fort McDowell Indian Reservation AZ, Yavapai (Tribe)

Focusing on special education needs of Indian youngsters and supportive services for parents and community, the main component of the Ft. McDowell Indian Community Preschool Program is the classroom and training activity designed to promote each child's maximum development. During this fifth project year, the preschool classroom laboratory has been expanded, inservice training conducted, and home visits with each child and parent held prior to the start of school. To further the preschool child's development, a program has been structured using Peabody Language Development and Lippencott Readiness Program materials. Parents have continued to be active as classroom aides, in workshops, in reassessment tribal and staff meetings, and the new Pre-School Parent Association. Objectives and activities related to outreach to parents, family counseling, curriculum development, and involvement of tribal elders and historian have been modified only when necessary. Data analysis indicated program effectiveness in contributing to or modifying behavior of the children in such skills as readiness, motor, language, and social relations. However, no effectiveness is indicated in modifying parent attitudes toward child rearing in the areas of creativity, frustration, control, play, and teaching-learning. Revisions and modifications are recommended for the preschool program. (AN)

Chareonchai, Ruang And Others

Thai-Alberta Co-Operative Assessment Project Concerning Thirty-Two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Final Report.

Alberta Univ., Edmonton. Faculty of Education.; Ministry of Education, Bangkok (Thailand).
Spons Agency-International Bank for Reconstruction and Development, Washington, D.C.
Pub Date-Mar 80

Note-436p.
Available from-Department of Educational Administration, The University of Alberta, 7-104 Education North, Edmonton, Alberta, Canada T6G 2G5 ($23.00)
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Curriculum Evaluation, Demography, *Educational Assessment, Educational Finance, Facilities, Organization, Rural Education, *Rural Schools, *School Administration, School Organization, *Secondary Schools, *Systems Analysis, Tables (Data), Teachers
Identifiers-Alberta, *Thailand

This extensive assessment project report focuses on the Rural Secondary Schools (RSS) Project in Thailand. The background, design, rationale and objectives of the assessment are described, as are the eight phases of the study: reconnaissance; proposals; basic planning and pre-testing; data collection; analysis; academic review; final report; and analytical review. Named as the most significant aspect of the assessment process is the total cooperation and parity between Thai and Canadian associates from the time of initial talks in 1975 to submission of the final report in 1980. Sample schools are from medium-sized provinces, districts, and sub-districts; and students are about evenly divided between males and females, with almost two-thirds coming from middle-class families. Discussed in depth are the following: nature and implementation of curricula; organization and administration of the project schools; physical facilities; and school finance. Following these items is a detailed report on interviews with key personnel in Thailand's Ministry of Education. Also included is a description of some of the initial and visible outcomes of the RSS project when measured in terms of school generations. The design of the assessment follows models postulated by Stufflebeam (1971) and Metfessel and Michael (1967). (AN)

ED 188 868 SE 030 898

Swanson, Richard L.

Stepping Outdoors, Teacher's Guide, Part I: Natural and Social Sciences for Understanding Our World.

California State Dept. of Parks and Recreation, Sacramento.
Pub Date-Mar 80
Note-66p.; For related documents, see SE 030 894-897.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, Conservation Education, Ecology, Elementary Education, Environment, *Environmental Education, *Field Trips, *Interdisciplinary Approach, Natural Resources, *Outdoor Education, Planning, *Science Education, Social Studies

This guide is designed to be used in either of two ways: (1) as a complete interdisciplinary science unit particularly useful in California; and (2) in combination with other documents, as a preparatory guide for field trips. The guide contains planning and teaching concepts generalizeable to most areas. Included are: (1) an introduction, (2) pre-trip lessons, (3) a field trip, (4) tests and evaluation, and (5) related information and references. (RE)

Schwab, Judith L., Ed.
Social Sciences in Forestry, A Current Selected Bibliography, No. 52, June, 1980.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
Spons Agency-Forest Service (DOA), Washington, D.C.
Pub Date-Jun 80
Note-73p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation (Concept), *Environment, Environmental Influences, *Forestry, Interdisciplinary Approach, Lumber Industry, *Natural Resources, *Social Sciences, *Trees

Included in this annotated bibliography are entries on the role of the social sciences in the discipline of forestry. Four major categories of entries are included: (1) social science applied to forestry at large; (2) social science applied to forestry's productive agents; (3) social science applied to forest production; and (4) social science applied to forestry-related manufacturing. A detailed outline of the topical areas of the bibliography is also presented. (RE)

ED 188 943 SE 031 468

Biomedical Science, Unit III: The Circulatory System in Health and Science. The Heart and Blood Vessels; Blood and Its Properties; The Urinary Tract. Student Text. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76

Note-78p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Allied Health Occupations Education, *Cardiovascular System, Career Education, *Instructional Materials, *Integrated Curriculum, Science Course Improvement Projects, Science Curriculum, *Science Education, Secondary Education
Identifiers-*Biomedical Interdisciplinary Curriculum Project

This student text presents instructional materials for a unit of science within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on the circulatory system, with emphasis on the heart and blood vessels, blood and its properties, and the urinary tract. Reading materials, graphs, illustrations, and problems accompany each of 23 sections. (CS)

ED 188 983 SO 012 676

Kirby, Douglas And Others
An Analysis of U.S. Sex Education Programs and Evaluation Methods. Volume IV, Bibliography.
MATHTECH, Inc., Bethesda, Md.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Report No.-CDC-2021-79-DK-FR
Pub Date-Jul 79
Contract-200-78-0804
Note-129p.; For a listing of related documents, see SO 012 673.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Involvement, *Curriculum, Disabilities, *Educational Practices, Educational Research, Elementary Secondary Education, *Nonschool Educational Programs, Parent Role, Postsecondary Education, Professional Education, Program Descriptions, *Public Schools, Research Methodology, *Sex Education, *State Standards, Teacher Education, Teaching Methods

This bibliography, fourth in a series of five documents on sex education, identifies over 1500 books, articles, newsletters, and dissertations relevant to sex education. The items, most of which were published in the 1970s, are listed alphabetically by author within 18 categories: discussions without empirical data of in-school sex education programs; discussions with empirical data of in-school sex education programs; nonschool sex education programs; suggestions for teachers, curriculum guidelines, and materials for elementary and secondary grades, colleges, nursing, medical, and other professional schools, and for disabled students; programs and materials for parents of children in sex education programs; counseling; training sessions for sex education teachers; community opposition and support of sex education; sex education and the law; state guidelines; reviews of sex education in different states and in foreign countries; research methods; and sex education bibliographies. (KC)

ED 188 485 FL 011 485

Modern Standard Arabic: Aural Comprehension Course. Volume XVIII: Lessons 137-143.
Defense Language Inst., Monterey, Calif.

Pub Date-76
Note-145p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.15)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, *Intensive Language Courses, Listening Comprehension, Newspapers, Periodicals, Postsecondary Education, Reading Instruction, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Vocabulary Skills

The eighteenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. The lessons in this volume are concerned with increasing reading comprehension skills. Passages in both journalistic and literary style are reproduced. The last two lessons are comprised of reproductions of articles, columns and other features of Arabic newspapers and magazines. Various kinds of vocabulary building and reading comprehension exercises are included. (AMH)

Alden, Elaine F. Seiferth, Berniece B.
Factors Influencing Choice of Technical Careers by Women and Minorities.
Pub Date-27 Jul 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association Special Interest Group for Community/Junior College Research, North Central States (9th, Ann Arbor, MI, July 27, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *Career Choice, *Community Colleges, Family Influence, *Females, Males, *Minority Groups, Nontraditional Occupations, Parent Influence, Peer Influence, Role Models, Sex Bias, Sex Role, *Social Influences, Teacher Influence, Technical Occupations, Two Year Colleges, *Two Year College Students, Vocational Education, White Students

According to recent studies, occupational sexism is as common today as it was at the turn of the century. A major cause may be long-standing stereotypes of role expectation, which teach students that many economic and social roles are differentiated by gender alone. In order to determine those factors most influential in career decision-making, a questionnaire was administered to 1470 students at 16 Illinois community colleges. Of the respondents, 58.9% were from urban or suburban areas and 42.1% from a rural area or small town; 53.4% were under 21 years of age; 65.6% had been in the upper half of their high school class; and 79.7% were White. Of the technical majors, 59.7% were Males and 78.6% were White. T he majority of the respondents had acquaintances in their chosen career field, and high percentages of the White and Male sub-groups had role models of their sex and race. When asked to classify occupations as male/female or white/minority, respondents tended to classify few occupations along racial lines, but many according to sex. When asked to rank order persons having the most influence on their career choice, the total population and most of the sub-groups ranked Parents as the most influential, followed by Friends/Classmates, Teachers, Counselors, and Siblings. As expected, Whites and Males preferred vocational courses to a greater extent than Females and Non-whites. The implications of these findings for community colleges are discussed. (AYC)

ED 183 965

SO 012 655

McKee, Craig W.

A Resource Guide for Iowa History Instruction.

Pub Date-78

Note-71p.; Submitted in partial fulfillment of requirements for the Degree of Master of Science at the University of Southern California.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographies, Economic Factors, Films, *History Instruction, Journalism, Local History, Periodicals, Political Influences, Primary Sources, Program Descriptions, Resource Materials, Secondary Education, State Government, *State History, Units of Study

Identifiers-*Iowa

The document describes a thesis project which focused on the development of a teacher resource guide as an aid in high school instruction of Iowa history. The objective was to increase students' awareness of Iowa through an examination of the state's current and past development. The project is presented in five chapters. Chapter I states the problem, which was to provide a useful tool for teaching Iowa history. It discusses the purpose, rationale, need, delimitations and limitations, procedure, and organization of the project. Chapter II reviews recent and related Iowa history literature and notes the current lack of organized units particularly in secondary schools. Chapter III, the bulk of the document, presents the resource guide itself. Background information and bibliographies emphasizing primary source and local history materials cover ten topics influencing Iowa history: geographical setting, archeology, trapping and trading, the territorial period, politics and government, the Civil War, post-Civil War, farm and labor, the Depression, and journalism. Suggested activities focus on uncovering further local and oral history sources. Chapter IV presents a unit which considers comtemporary political and economic power and influence in Iowa and the United States. Chapter V provides the summary, conclusions, and recommendations, noting areas not covered by the project, and that periodicals provided the bulk of the material. It recommends that the guide be classroom tested, and that someone should use the references to write a definitive Iowa history text. (CK)

ED 188 527 HE 012 802

Jacobson, Harry C.

The College Scholars Program in the College of Liberal Arts at the University of Tennessee, Knoxville. Teaching-Learning Issues, No. 40, Spring 1979.

Tennessee Univ., Knoxville.

Pub Date-79

Note-12p.; Prepared through the Learning Research Center.

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted, *Advanced Courses, Advanced Students, *College Students, Higher Education, *Honors Curriculum, *Independent Study, Student Centered Curriculum, Student Projects, *Student Research

Identifiers-College Scholars Program, *University of Tennessee Knoxville

Information is presented on the College Scholars Program in the College of Liberal Arts at the University of Tennessee, Knoxville. The program permits outstanding students maximum freedom in designing their own curriculum. When accepted, the student is matched with a faculty member who is a scholar in an area or areas of interest to the student. Written proposals for programs of study are reviewed annually. The proposal includes a general discussion of present objectives and an appraisal of progress toward these goals. Course work usually involves honors versions or advanced segments of courses. Each program must include the design and accomplishment of research, scholarship, or creative imagination. (SW)

ED 188 547 HE 012 838

Sarvella, John R.

Computerized Enrollment Driven Financial Forecasting Model.

Pub Date-Oct 79

Note-15p.; A paper presented at the Annual Meeting of the Southern Association for Institutional Researchers (Orlando, FL, October 25-26, 1979); Appendices B and C will not reproduce well

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy, *Computer Programs, Data Bases, Data Collection, Educational Economics, *Enrollment Projections, Full Time Equivalency, Higher Education, *Management Information Systems, *Models, *Predictive Measurement, Research Methodology, Systems Analysis

Identifiers-Old Dominion University VA

An interactive, computerized model developed for Old Dominion University utilizes university historical data, demographic characteristics, projected selected economic variables and population figures by various age groups and planning districts to forecast enrollment, financial projections, and future fiscal conditions of the institution. The planning model consists of four modules which can be executed on an individual basis to compute market share, headcount, full time equivalent (FTE) profile and financial profile projections. Multiple iterations may be performed on any module or stored online for future reference. The model has been used to compute the university's state market share per planning district, headcount distributions by student level, FTEs by student level, FTEs by activity (on-campus, off-campus and summer school), distribution per specialized or non-specialized program and dollar amounts derived through faculty allocation ratios. With the flexibility built into the model, many more individualized applications are possible. University administrators may use this computerized model to receive immediate answers to difficult financial problems posed when a given fiscal variable or group of variables change. Appendices include a flow chart of the model, a sample headcount control file and a sample headcount output file. (DC)

ED 188 568 HE 012 932

Pendergrass, Virginia E. Kimmel, Ellen

Attitudes of Women Faculty Toward Sex Equity Efforts in the State University System of Florida.

Pub Date-80
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Affirmative Action, *College Faculty, Due Process, *Equal Opportunities (Jobs), *Females, Government Role, *Salary Wage Differentials, School Surveys, State Government, State Universities, Statewide Planning, Teacher Attitudes, *Teacher Salaries
Identifiers-*State University System of Florida

In an effort to alleviate salary inequities in the state university system, the Florida legislature required the nine universities to examine all faculty and administrative salaries and make all warranted adjustments. This comprehensive and systematic effort provides the basis for a survey of women faculty attitudes toward affirmative action efforts. A mailed questionnaire and telephone interviews were used; this report summarizes telephone responses. It is shown that despite the state's efforts, many women still do not believe they are treated fairly. Some feel that any progress made is eliminated by inequitable distribution of merit increases. Most received no active encouragement to take advantage of a legal right to apply for salary adjustment, and some were discouraged. Relationships with colleagues were disturbed. However, most women did take the opportunity to seek redress, most applicants did receive pay increases, and they do not appear to have been penalized for their effort. There were few complaints of harrassment or backlash. The tabulated responses are appended. (MSE)

ED 188 591 IR 008 444

Guide to Sources: Communication and Rhetoric, Communication Disorders, Economics, Forestry and Wildlife, Social Welfare, and Information on Women.

Maine Univ., Orono. Raymond H. Folger Library.

Pub Date-79

Note-57p.; For related documents, see ED 150 993-994, ED 150 996-997, ED 150 999, ED 151 000-001, ED 151 003-004, ED 151 006-009, and ED 174 222.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Libraries, *College Libraries, Higher Education, *Information Seeking, *Library Guides, *Reference Materials, Researchers, *Resource Materials

This group of six library guides, designed to introduce the student to some of the bibliographical tools available in various subject areas at the Fogler Library, is not intended to be a complete listing, but rather a selective introduction to the many sources of information available to the beginning researcher. Information is provided on the use of the card catalog, Library of Congress subject headings, call numbers, and Dewey Decimal Classification related to the specific topic being presented. The researcher is further directed to atlases, bibliographies, biographical sources, dictionaries, dissertations, government publications, handbooks, indexes and abstracts, manuscripts, microforms, newspapers and periodicals, style manuals, audiovisual sources, yearbooks, and other reference materials. Subjects included in this group are Communication and Rhetoric, Communication Disorders, Economics, Forestry and Wildlife, Information on Women, and Social Welfare. (RAA)

ED 188 637 IR 008 506

Policy Manual. Eugene Public Library, Library Board, Eugene, Oregon.

Eugene Public Library, Oreg.
Pub Date-79
Note-64p.
Available from-Eugene Public Library, 100 W. 13th Avenue, Eugene, OR 97401 ($3.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Policy, *Governing Boards, *Library Administration, Library Cooperation, Library Guides, Library Material Selection, Library Personnel, *Library Planning, Library Role, *Library Standards, Policy Formation, *Public Libraries

Prepared for the library and the library board, this policy manual governs the operations of the library and its relationships with other libraries and the community. The library, the board, and the position of City Librarian are established in law by the Eugene city code. The manual opens with a short history of the library and a statement of the bylaws of the library board, including excerpts from the city code. The philosophy and principles for operation cover membership, purposes and functions, administration, material resources, and personnel. A statement of goals and objectives for 1979 is provided, and operating policies are presented in separate sections on materials selection, exhibits, privacy of records, a code of ethics for library employees, regulations affecting the public, rules for the use of the library by groups, and a statement endorsing cooperative association with other libraries. The manual is published in loose leaf form. (RAA)

ED 188 675 JC 800 311

Catania, James C.

Vital Signs of Program Effectiveness: Program Evaluation Procedure.

Waukesha County Technical Inst., Waukesha, Wis.

Pub Date-May 80

Note-19p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Collection, Education Work Relationship, *Evaluation Criteria, *Evaluation Methods, Institutional Research, *Program Effectiveness, *Program Evaluation, *Relevance (Education), *Technical Institutes, Two Year Colleges

Identifiers-*Program Discontinuation

Program evaluation at Waukesha County Technical Institute consists of two phases: a review of student enrollment, job placement, and program costs, which occurs every two years; and a comprehensive review of program content, student job performance, and instructional effectiveness, which occurs every five years. A schedule for conducting program evaluations is established by the program coordinator, with the realization that the necessary information must be collected annually. In some instances, it has been desirable to conduct extensive research through the Office of Research and Planning. In these cases, the following procedures are observed: (1) specify information sources and minimum standards; (2) collect data to assess program content; (3) review the competencies taught in the program; (4) solicit employers' assessment of the appropriateness of these competencies; (5) organize and analyze information; (6) assess student competence; and (7) assess instructional effectiveness. The results of such a program evaluation may necessitate that the program be revised or discontinued. If it is determined that the program should be discontinued, a report must be prepared including information on enrollments, placements, curriculum, facilities, staff, impact considerations, and schedule for discontinuance. The evaluation procedure description is appended by a program evaluation form. (AYC)

ED 188 713 JC 800 410

Mahon, Jack

Needs Assessment for Management Development.

Bucks County Community Coll., Newtown, Pa.

Pub Date-78

Note-26p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Deans, *Administrative Organization, *Administrator Attitudes, Administrators, *College Administration, *Community Colleges, Deans of Students, Decision Making, Department Heads, Evaluation Criteria, Governance, *Institutional Evaluation, Motivation, Needs Assessment, Organizational Communication, Organizational Objectives, Power Structure, Questionnaires, School Surveys, Supervisors, Two Year Colleges

In order to determine appropriate training activities for a management development program at Bucks County Community College (BCCC), 64 administrators were asked to assess the current operation of the college and to project a goal towards which they would like to work. The questionnaire, developed by Rensis Likert, was comprised of 32 statements describing the character of the motivational forces, communication process, interaction-influence process, decision-making process, goal-setting process, control processes, and performance goals at the college. These operating characteristics were then classified according to four management systems: exploitative authoritative, benevolent authoritative, consultative, and participative. Respondents, identified as members of the President's administrative staff, department chairpersons, student affairs officers, management personnel not in another category, and supervisory personnel, were asked to indicate the degree to which each questionnaire item described the current condition at the college and the degree to which the condition was desirable. Overall, the 43 respondents viewed the current operation of BCCC as a blend of the benevolent authoritative and consultative systems of management, but desired a blend of the consultative and participative systems. The report analyzes each sub-group's responses and includes recommendations and the questionnaire. (AYC)

Johnson, Jerome A. And Others

One State's Efforts to Get Serious about the High Risk Student: Assessment, Faculty Advising, Career Planning, and Developmental Education in Oregon's Community Colleges.

Oregon State Dept. of Education, Salem.

Pub Date-Jun 80

Note-133p.; Four papers developed through a grant titled A Project to Improve Vocational Guidance Services and Programs for the High Risk Students in Oregon Community Colleges''

Pub Type- Information Analyses (070) - Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Counseling, Career Development, Community Colleges, Counseling Techniques, Counselor Characteristics, *Developmental Studies Programs, *Educational Counseling, *Educational Diagnosis, Educational Improvement, Faculty Advisers, *High Risk Students, Literature Reviews, Nontraditional Students, Program Effectiveness, School Holding Power, Self Evaluation (Individuals), State Colleges, *Student Characteristics, Two Year Colleges, Vocational Education

Identifiers-*Oregon

As part of a research project undertaken to strengthen vocational and academic counseling for high risk students in Oregon's community colleges, this report provides four essays which review the literature and state of the art of assessment, developmental education, career development, and faculty advising at the community college level. First, Jerry Johnson discusses the various ways in which developmental education staff in Oregon attack the problem of the high risk student. His analysis includes a description of such students, an examination of the inadequacy of traditional educational methods in meeting their needs, and an enumeration of the administrative and instructional steps that can be taken to improve the chances of student success. Next, Jewell Manspeaker addresses the issue of the entering characteristics and abilities of community college students and points out factors to be considered in designing an economically efficient, entry-level assessment system. Bill Segura then examines current faculty advising practices in Oregon and discusses the characteristics of successful developmental advising programs. Finally, Richard White explores the problem of providing adequate career development services within the limitations of personnel, budget, and time. Each essay includes a selected bibliography. (Author/JP)

ED 188 772 PS 011 541

Katz, Rachelle And Others

Flex-Time Child Care: An Alternative Campus Approach.

Oregon Univ., Eugene. EMU Child Care Center.
Pub Date-Nov 79
Note-24p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Colleges, College Students, *Day Care, Early Childhood Education, *Flexible Scheduling, *Interaction, *Objectives, *Peer Relationship, Program Descriptions
Identifiers-*Campus Child Care

This presentation discusses an hourly scheduled, flex-time program at the University of Oregon for children 15 months through 4 1/2 years of age whose parents are usually students. Serving a population of highly educated people who provide a stimulating home environment, the flex-time program gives more attention to social-emotional and creative growth. Flexible scheduling allows parents to select and request day care at times which fit their schedules. Children, however, experience familiar routines with a core group of peers and adult aides in an environment that is rich in alternate activities and has a changing population. The program accomodates parents who wish only a few hours of day care per week as well as parents who need day care for longer periods of time. As a general rule, aggression levels in the center are low because groupings change often and the same core group of children are not always present at the same times each day. Groups forming among toddlers and preschool children change in size, age and activity level depending on the day of the week and time of day. Because groups change in a short time span a child will be exposed to several play experiences even if he or she remains in the same core group. Despite this changing setting, children do establish strong relationships with each other during the school year. This program is being expanded to another campus child care center. (Author/RH)

ED 188 794 RC 010 286

Haque, Wahidul And Others
Towards a Theory of Rural Development.
United Nations Asian and Pacific Development Inst., Bangkok (Thailand).
Pub Date-Dec 75
Note-110p.
Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Asian History, Change Agents, Colleges, Educational Needs, Educational Philosophy, *Humanism, Information Dissemination, *Institutional Role, Land Use, Models, Quality of Life, *Rural Development, Rural Education, *Rural Schools, *Theories
Identifiers-*Asia

Historical developments in rural India, Bangladesh, Sri Lanka, and China are the empirical basis of this study which offers a theory of rural development for all Asia keyed to fundamental humanistic values rather than narrower techno-economic considerations. Previous efforts have often been top-down'' processes tending to serve bureaucracies and rural vested interests instead of the 70 to 80% of Asia's population who are the rural masses. This rural development theory identifies five core concepts: man as the end of development, de-alienation of man from the development process, growth of man's collective personality, participation as the true form of democracy, and self-reliance. This rural ideal necessitates land reform (through mass initiative rather than imposition from above), collectivization (to sustain rural mass power, make optimum use of land and technology, exploit economies of scale, and mobilize mass labor fully), and building infrastructure with collective labor. Village schools and colleges can be important change agents through dissemination of appropriate technology. The education system itself must be turned around since in most Asian countries, it has been functionally irrelevant and socially parasitic, serving to alienate students from rural life. Institutions should evolve from collective need and be continually subject to it. (RS)

ED 188 869 SE 030 999

Wheeler, Alan E.

S.C.I.S. - Sciencing Considered from an Invitational Stance.

Pub Date-Jun 80

Note-19p.; Paper presented at the annual conference of the Canadian Society for the Study of Education (Universite of Quebec, Montreal, June 3-6, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Individual Differences, *Professional Development, Science Course Improvement Projects, Science Education, *Science Instruction, *Science Teachers, *Self Concept, Student Attitudes, *Teacher Behavior, Teacher Education

Identifiers-Invitational Education, Science Curriculum Improvement Study

This paper focuses on the refinement and articulation of the invitational education concept to science teaching in the classroom, an approach consistent with the underlying philosophy of SCIS. The first section of the paper outlines the nature of invitations and disinvitations and describes the ability of teachers to send formal or informal messages, verbally or non-verbally, in a school setting. Part two deals with the invitational concept in the science classroom from the teacher's frame of reference, and possible concerns that characterize the professional growth of teachers and influence student perceptions of science. Relationships in science teaching, which may exist between levels of invitational teaching and stages of teacher growth, are discussed. The final part of the paper addresses invitational sciencing through the development of pertinent skills possessed by the inviting science teacher. (Author/CS)

ED 188 893 SE 031 180

Women Scientists in Industry and Government: How Much Progress in the 1970's? An Interim Report.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Pub Date-80

Note-61p.; Not available in hard copy due to copyright restrictions. Contains occasional light and broken type.

Available from-Office of Publications, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Affirmative Action, *Employed Women, *Federal Government, Females, Human Resources, *Industry, Labor Utilization, Professional Personnel, *Scientists, Sex Discrimination

This 1980 report, the second prepared by the Committee on the Education and Employment of Women in Science and Engineering, focuses on the status of women scientists and engineers in private industry and in the federal government. It examines the extent to which their employment situation has improved since the affirmative action mandates occurred. This report consists primarily of analyses of the available data on doctoral women. Indications are that women still are less than 3% of all doctoral scientists and engineers in industry and women's salaries are lower than those of males by percentages ranging from 3% to almost 25%. (Author/SA)

Pattison, Sylvia J. Griffiths, Richard W.

An Introduction to Linear Measurement With the Metric System. Preliminary Edition.

Illinois Univ., Urbana.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-73

Note-94p.; Prepared through the Project on Elementary School Mathematics and Science.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Discovery Learning, Elementary Education, *Elementary School Mathematics, Experiential Learning, *Instructional Materials, *Learning Activities, *Manipulative Materials, Mathematics Curriculum, Mathematics Instruction, *Measurement, *Metric System, Problem Solving, Resource Materials, Teaching Methods

Identifiers-Estimation, Mental Computation

This book is designed as a report and an in-service tool for teachers of grades K-6. It is built around the idea that the standard textbook treatment of metric measurement gives rise to many misconceptions among primary grade children. This report is a record of the development of alternative methods for introducing measuring activities to first-grade children. Sections of the book are organized by clusters of related problem-solving activities and strategies. The major sections are titled: Size Discrimination; Non-standard Units of Measurement; and Measuring with Standard Units. The objectives are: (1) to be able to use a unit of measure with reasonable accuracy; (2) to record results of observations in several forms; (3) to estimate with increasing accuracy; (4) to give reasons to support estimates; (5) to choose an appropriate instrument for the measuring task; and (6) to transfer learnings to the system of imperial measures. (MP)

ED 188 615 IR 008 482

Charters, Alexander N.

Syracuse University Resources for Educators of Adults. Clearinghouse of Resources for Educators of Adults: Four-Year Report (October, 1975-June, 1979). MS14.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency-New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date-Feb 80

Note-501p.; 309 Project. Appendices 16, 31, 38, and 45 removed prior to filming because of legibility.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Adult Education, *Adult Educators, Adult Programs, *Adults, Educational Resources, Information Centers, *Information Dissemination, Information Services, *Professional Development, Professional Education, *Resource Centers, Resource Materials

Identifiers-*Clearinghouse of Resources for Educators of Adults, *New York

This report offers a comprehensive perspective of the operations of the Clearinghouse of Resources for Educators of Adults upon the completion of its fourth contractual year. The mission of CREA is to provide resources and information about resources for use in the professional development of educators of adults. The report reviews the mission, its concomitant goals, and its prioritized objectives as they have developed year to year. Resources have been acquired through contributions by educators of adults, information studies specialists, and other persons worldwide. The dissemination of resources, a major objective, is accomplished through descriptive materials, newsletters, Federal Register Reviews, acquisition lists, a professional development series of publications, conferences, bibliographies, special projects, seminars, resource units, borrow-loan projects, and sales. Of continuing concern are the obtaining and furthering of access to available resources and program evaluation. Brief comments are directed toward personnel and facilities operations. Recommendations include flexibility in goals and priorities, careful modification of operational principles, appropriate targeting of clientele, and continuous evaluation. More than 50 supplements, identified throughout the body of the report, present detailed aspects of the program. (RAA)

ED 188 695 JC 800 384

Schwerin, Ursula

The Dimensions of Technical Education.

Pub Date-Apr 80

Note-13p.; Paper presented at the Nigeria/U.S. Workshop on Technological Development in Nigeria (New York, NY, April 9-12, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations, *Educational Objectives, *Educational Planning, *Learning Readiness, Nontraditional Students, *Outcomes of Education, Postsecondary Education, Social Influences, *Technical Education

Constructive planning for technical education in developing countries must begin with a definition of technical education and its objectives. Technical education, as opposed to skill-oriented vocational training, is built upon a solid theoretical basis which supports one or more skill components. As such, it provides the student with the potential for growth within a given technical discipline or into a related technology. The objectives of technical education are to produce a technician who can not only perform the skill components of the field and understand why they must be performed in the prescribed manner, but also relate social values to the technical field. To obtain these objectives, the student needs a modicum of maturity and a realization of his/her intellectual potential; therefore, the most appropriate time for technical education occurs at the tertiary level in an environment reproducing the setting in which the technical skills are likely to be practiced. Whether the learning takes place in a university or not, instructional patterns should involve theory, practice, and related arts and sciences. Minimum competency standards must be enforced and

instructors must be aware of the differing motivational problems of non-traditional students. Finally, technical education should occur within the society it is to serve, so that students can learn within the context of their society's relation with technology. (AYC)

ED 188 812 RC 012 081

Keller, Rosanne

The Crippler: Frostbite.

Literacy Council of Alaska, Fairbanks.

Pub Date-77

Note-24p.; Adapted from material provided by the Tanana Valley Chapter, American Red Cross and Alaska Native Health Service, Tanana Service Unit, Fairbanks, AK. For related documents, see RC 012 080-84.

Available from-Environmental Health Branch, Alaska Area Native Health Service, Box 7-741, Anchorage, AK 99501 (free to Native Americans)

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Alaska Natives, Alcoholic Beverages, American Indians, Elementary Secondary Education, *Fatigue (Biology), Fuels, *Heat Recovery, Human Body, Illustrations, Literacy Education, *Outdoor Education, *Physical Disabilities, *Safety Education, Thermal Environment, Transportation

Identifiers-*Alaska, *Frostbite, Survival Skills

Part of a series of home literacy readers, written in a conversational style, and widely illustrated, this booklet is directed at the Alaskan environment where the severely cold climate makes frostbite an immediate danger. Frostbite is freezing of the living body. The first symptom is frostnip. Skin becomes red, then white or gray, and it retains indentations. Flesh may tingle, be numb, or feel hot. When the flesh has frozen solid and lost sensation it is frostbitten. The extremities are subject to loss from freezing since they are most readily exposed. Noses, hands, and feet can be warmed with palms, armpits, and belly. Similarly, body-heat, breath, wraps, tepid moving water, and warm liquids (but not liquor) can be used to thaw flesh without harm. Harmful, on the other hand, are tobacco smoking, heating frozen parts with dry heat (fire), rubbing them with or without snow, or refreezing them. Walking on frozen feet will not further harm the feet, but a thawed toe or foot makes a person a litter case. Internal organs freeze from drinking (liquid) liquor below water's freezing point of 32F; it freezes below -70F. The best treatment is preventive: wearing boots, layers of clothes, and wind-breaking head covers, not running in extreme cold, not putting mouth or hands to cold metal, and going inside upon feeling cold or pain. Waiting in a warm car on the road for help, and/or getting frostbite cases to a hospital also minimize frostbite risks. (SC)

ED 188 486 FL 011 486

Modern Standard Arabic: Aural Comprehension Course. Volume XIX: Grammatical Notes.

Defense Language Inst., Monterey, Calif.
Pub Date-76
Note-273p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.40)
Language-Arabic; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, *Grammar, *Intensive Language Courses, Listening Comprehension, Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages

The nineteenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. This volume is a companion to the preceding ones. It presents summaries and explanations of the major patterns which were explained and practiced in the preceding volumes. (AMH)

Biomedical Science, Unit III: The Circulatory System in Health and Science. The Heart and Blood Vessels; Blood and Its Properties; The Urinary Tract. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-142p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Allied Health Occupations Education, *Cardiovascular System, Career Education, *Integrated Curriculum, Science Course Improvement Projects, Science Curriculum, *Science Education, Secondary Education, *Teaching Guides
Identifiers-*Biomedical Interdisciplinary Curriculum Project

This instructor's manual presents lesson plans for a unit of science within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on the circulatory system, with emphasis on the heart and blood vessels, blood and its properties, and the urinary tract. Designed to accompany the student text, lesson plans include objectives, recommended teaching time, and remarks. Keys to problem sets are also included. (CS)

ED 188 984 SO 012 677

Kirby, Douglas And Others

An Analysis of U.S. Sex Education Programs and Evaluation Methods. Volume V, Annotated Bibliography of Selected Curricular Materials.

MATHTECH, Inc., Bethesda, Md.

Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.-CDC-2021-79-DK-FR

Pub Date-Jul 79

Contract-200-78-0804

Note-53p.; For a listing of related documents, see SO 012 673.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Audiovisual Aids, Elementary Secondary Education, Films, Filmstrips, *Instructional Materials, Multimedia Instruction, *Resource Materials, *Sex Education, Teaching Methods, *Textbooks

This annotated bibliography, fifth in a series of five documents on sex education, identifies over 200 selected curricular materials for teaching sex education in both elementary and secondary schools. Most materials were published during the late 1960s through 1970s. The materials, which include both print and nonprint media, cover aspects of sexuality including reproduction, self-esteem, decision-making skills, and interpersonal relationships. Print materials include books suitable for student reading, teacher resource books, and textbooks. Nonprint media consist of filmstrips, multimedia kits, transparencies, filmstrips, cassettes, and films. Items are divided according to print and nonprint and are categorized by elementary or secondary levels.

Grade levels are provided in the individual listings. (KC)

West, Mina Georgi

Is the Learning Disabilities Label a Biasing Factor in Teachers' Perceptions?

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-7).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, Elementary Education, Exceptional Child Research, Junior High Schools, *Labeling (of Persons), *Learning Disabilities, *Teacher Attitudes

The study explored 20 teachers' perceptions of the classroom behavior and work habits of 10 elementary-junior high school mainstreamed learning disabilities (LD) students and 10 nonlabeled control students.

Results of the Devereux Elementary School Behavior Rating Scale and the rating of student behavior by an independent observer indicated that the classroom behavior of LD Ss differed very little from the behavior of their nonlabeled classmates. In addition, there was no evidence that the LD label biased the teachers' ratings. In fact, teachers rated nonlabeled Ss more harshly than LD Ss on several factors. (Author/CL)

Trites, R. L. Price M. A.

Assessment of Readiness for Primary French Immersion: Kindergarten Follow-Up Assessment.

Ontario Dept. of Education, Toronto.

Pub Date-79
Note-232p.; For related document, see ED 159 931; Some tables may be difficult to read due to small type size.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada ($5.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Ability Identification, Academic Achievement, English, *French, *Immersion Programs, *Kindergarten Children, Listening Comprehension, Longitudinal Studies, Parent Attitudes, Predictor Variables, Primary Education, *Screening Tests, *Second Language Instruction, Student Behavior, Student Evaluation
Identifiers-*Ontario

A program for early identification of children who are a high risk for failure in a primary French immersion program was undertaken in Ontario, Canada. As the last year of a three-year project, the investigation was designed to identify a set of variables predictive of success or failure in the primary program. The predictive validity of measures obtained during the four-year-old kindergarten program in English was assessed in terms of criterion measures of academic achievement in English and French obtained in the five-year-old kindergarten French immersion program. Criterion measures were proficiency measures administered in both French and English, classroom behavior ratings, and parent ratings. Of the 200 children who were selected to undergo the Early Identification Assessment Battery in the spring of 1977, 184 were retested in the spring of 1978 using the Kindergarten Follow-up Assessment Battery. Important differences were found at the four-year-old kindergarten level for groups of high and low achievers formed on the basis of French comprehension percentile scores. Differences were also found among achievement groups formed on the basis of teachers' ratings of five-year-old kindergarten pupils. Follow-up assessments are planned for the spring of the grade one program. Sample questionnaires and rating forms are appended. (SW)

ED 188 462 FL 011 364

Redard, F., Ed. And Others

La conception et le role des materiels pedagogiques dans l'enseignement des langues secondes (The Conception and Role of Instructional Materials in the Teaching of Second Languages). CILA Bulletin, No. 29.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-79

Note-158p.; Proceedings of the Colloquium of the Commission interuniversitaire suisse de linguistique appliquee (Soleure, Switzerland, November 2-4, 1978).

Language-English; French; German

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Applied Linguistics, Elementary Secondary Education, Higher Education, *Instructional Development, Instructional Innovation, *Instructional Materials, Language Acquisition, Language Research, *Material Development, Psycholinguistics, *Second Language Instruction, *Second Language Learning, *Teaching Methods

This special issue concerns the content, function, and form of instructional materials dealing with second language instruction. The following articles appear: (1) Deliberate Semantics an 'Interventionist' Approach to Second Language Teaching Methodology,'' by A.P.R. Howatt; (2) Sprechakte und Sprachunterricht (Speech Acts and Language Research),'' by T. Ebneter; (3) Materiels pedagogiques et/ou materiels heuristiques (Pedagogical Materials and/or Heuristic Materials),'' by R. Richterich; (4) Texte linguistique et representation iconographique (The Linguistic Text and Pictorial Representation),'' by E. Arcaini; (5) A propos de la conception d'une unite didactique dans le cadre du francais, language etrangere (On the Idea of Didactic Unity in the Framework of French, Foreign Language),'' by A. Barrera-Vidal; (6) Accuracy and Fluency as Polarities in Foreign Language Teaching Materials and Methodology,'' by C. Brumfit; (7) La linguistique et le reste dans la conception des materiaux pedagogiques pour l'enseignement scolaire des langues secondes (Linguistics, etc. in the Concept of Pedagogical Materials for the Teaching of Second Languages),'' by D. Coste; (8) Lehrwerkanalyse und Lehwerkkritik aus der Sicht der linguistischen Pragmatik (Analysis and Criticism of Instruction from the Point of View of Linguistic Pragmatics),'' by M. Pelz; and (9) Reve et Realite (Dream and Reality),'' by G. Capelle. A synthesis article concludes the volume. (AMH)

ED 188 509 HE 012 689

Bickel, Robert D. Brechner, Judith A.

The College Administrator and the Courts.

College Administration Publications, Inc., Asheville, N.C.
Pub Date-Mar 78
Note-101p.
Available from-College Administration Publications, Inc., P.O. Box 8492, Asheville, NC 28804
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Administrators, *Civil Rights, Collective Bargaining, *College Administration, Compliance (Legal), *Court Litigation, Courts, Equal Education, Federal Legislation, Federal Regulation, Glossaries, *Government School Relationship, *Higher Education, Laws, Lawyers, *Legal Responsibility, Personnel Policy, Private Schools, Public Schools, State Action, Torts

Published as a companion to "The College Student and the Courts," this handbook attempts to acquaint the college or university administrator with the legal aspects of selected major areas of administration of public and private institutions of higher education. Legal aspects of college or university administration are developed through the decisions of the federal and state courts and various quasi-judicial/administrative tribunals to provide a sound basis for interaction with the institution's legal counsel. An introduction explains how to read legal citations and presents United States Constitutional provisions and the statutes referred to in this casebook. Chapters examine the following: the legal system; the role of college or university legal counsel; public and private colleges and universities; the concept of state action; selection and retention of faculty and staff; equal employment opportunity/affirmative action; collective bargaining and other selected aspects of employment; public records laws, open meetings laws and the right of privacy; and tort liability of institutions of higher education. In Appendix I are reprinted some of the pertinent statutes and federal regulations which govern many colleges and universities, including those dealing with Title VII, affirmative action, sex discrimination, age discrimination, Title IX, and Section 504. Appendix II provides a glossary of legal terms helpful to the administrator. An index is provided. Quarterly updating supplements will be published as enhancements to this volume. (LC)

ED 188 592 IR 008 445

Guide to the Archives of International Organizations. Part I. The United Nations System. Preliminary Version.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.-PGI/79/WS/7
Pub Date-Apr 79
Note-305p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Archives, Information Sources, *International Organizations, International Programs, *Research, *Resource Materials, *Technology Transfer
Identifiers-*United Nations

The preliminary UNESCO directory to archival resources of international organizations that are part of United Nations Organization is intended to help overcome obstacles to research and information transfer. This provisional first part presents information on agencies belonging to the United Nations Organization itself, 14 specialized agencies and their subordinate institutions, and other closely tied international organizations. Information provided includes the name of the institution; its street, mailing, and telegraphic addresses; telephone and telex numbers; opening days and hours; working languages; names of administrative units responsible for archives; access and copyright rules; and facilities for consultation and reproduction. Additional descriptive information is presented on archives groups and the classes or series that compose them; other external groups; archives of the organizations held elsewhere; other reference sources available at the institution; and special interest information related to the history or origins of other international organizations. An institutional index and a list of abbreviations and acronyms used are provided. (RAA)

ED 188 638 IR 008 507

Drott, M. Carl And Others

A Quantitative Inventory of Resource Development and Utilization for Metropolitan High School Students. Final Report.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Bureau No.-475AH80086
Pub Date-Jan 80
Grant-G007801806
Note-275p.; Parts of the appendices will not reproduce clearly.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Assignments, High Schools, *High School Students, Library Collections, Library Materials, Library Surveys, Reference Materials, *Resource Materials, *Use Studies
Identifiers-*Bibliometrics

This study describes materials used by secondary school students in preparing independent study papers and other types of assignments calling for library use, including the use of home collections and school, public, college, and special libraries. Bibliometric methods were used to provide measurement of the nature and currency of books, magazines, encyclopedias, newspapers, government documents, and pamphlets referenced by students. A sample of 15 high schools representing five school districts and two independent schools provided data on 1,845 students from 73 classes. Four major sources of data were (1) bibliographies (or reference lists) of student papers; (2) a questionnaire survey of students describing facilities used; (3) a survey of teachers on assignments, instructions given students, and type of library skills provided; and (4) interviews with school librarians on user services and collection policies. Book reports were examined as a separate investigation, and a separate analysis was performed to describe lists of recommended titles included in 19 bibliographic publications used as selection tools by high school librarians. Among these tools were the Senior High School Catalog, the Junior High School Catalog, the National Association of Independent Schools list, and lists of award books. (Author/RAA)

ED 188 657 JC 800 205

Knapp, Michael S.

Using the Retrospective Case History in Exploratory Organizational Research: Research and Planning Unit Development in a California Community College District.

Pub Date-7 Apr 80

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Problems, *Case Studies, Community Colleges, Educational History, *Institutional Research, Interviews, Job Development, Longitudinal Studies, Oral History, *Organizational Theories, Research Directors, *Research Methodology, Research Problems, Staff Utilization, Two Year Colleges

The retrospective case history is a little-used, but very valuable tool in organizational theory research. It is particularly useful in illuminating variables in an organization's development which, in controlled experimentation, would require prohibitively long periods of time to materialize. Additionally, the technique is useful for generating a longitudinal understanding of the interaction of many factors within an organizational system over time. The case study approach also has three key methodological weaknesses: the blurring of memories and the incompleteness of records; the need to identify patterns among variables that are independent of unique historical circumstances; and the danger of coming to hasty ex post facto interpretations. However, compensatory tactics can be employed to minimize these weaknesses because the technique offers numerous ways to cross-check any emerging hypothesis and to pursue the further implications of any theoretical assertion. The case history approach was employed in a research project at a Southern California community college to study the development of formalized staff positions responsible for institutional research during the college's 25-year history. Personal interviews and an examination of college records revealed numerous administrative, political, and budgetary factors associated with the creation, maintenance, and alteration of these positions. (Author/JP)

ED 188 714 JC 800 411

Hunter, Russell Sheldon, M. Stephen

Statewide Longitudinal Study: Report on Academic Year 1979-80. Part III Fall Results.

Los Angeles Pierce Coll., Woodland Hills, Calif.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; Office of Education (DHEW), Washington, D.C.

Bureau No.-19-64741-3-0-453
Pub Date- 80
Note-95p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Academic Education, *Community Colleges, Displaced Homemakers, *Dropouts, Economically Disadvantaged, Educationally Disadvantaged, Employment, Ethnic Groups, Longitudinal Studies, Non English Speaking, Physical Disabilities, State Surveys, *Student Characteristics, Two Year Colleges, *Two Year College Students, *Vocational Education
Identifiers-*California

This three-part report describes the data collected during Fall 1979 in a longitudinal study of 5,892 students at 15 California community colleges. Chapter I describes the background of the study in terms of the research procedures used (i.e., sampling, interviewing, data collection instruments, data transmittal and analysis); goals and objectives; and the progress made in 1978-79 towards meeting these objectives. Chapter II describes and compares vocational and non-vocational students and students in attendance in Fall 1979 and former students not in attendance at that time. Tables provide comparisons in terms of demographic variables of age, sex, marital status, and dependents; work variables, such as job type, wages, and courses' relatedness to career; and academic variables, including courses attempted and passed, grade point average, major, goals, and current activities. Chapter III offers descriptions, data, and comparisons, when appropriate, of the following special student groups: financially disadvantaged, educationally disadvantaged, limited English speaking, displaced homemakers, non-traditional majors, ethnic populations (i.e., American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, White, and other), and the handicapped. (AYC)

ED 188 752 PS 011 511

Smock, Charles D., Ed.
Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-OEG-0-8-522478-4617(287)
Note-329p.; For related documents, see ED 153 905 and PS 011 510-516.
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Cognitive Development, Curriculum, Developmental Psychology, Early Childhood Education, *Educational Philosophy, *Educational Practices, *Educational Theories, *Instruction, Mathematics, *Models, Psychology
Identifiers-Dewey (John), Epistemology, Mathemagenic Activities, *Piagetian Theory, Project Follow Through, Radical Constructivism

This set of five papers is related to the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia's Follow Through Program. The MAP is based on Piagetian theory and provides sequentially structured sets of curriculum materials and processes that are designed to continually challenge children to learn about the physical and social environments. Topics discussed in these collected papers focus on the constructivist epistemological basis of the MAP. A constructivist, in a philosophical sense, is one who believes that all knowledge is constructed by the individual. Essay topics include the following: an introduction to radical constructivism; radical constructivism and Piaget's concepts of knowledge; a constructivist model for instruction; and constructivism and educational practices. Additional essays are collected in a volume titled, Epistemology and Education: The Implications of Radical Constructivism for Knowledge Acquisition. The essays discuss the following topics: Piaget and radical constructivist epistemology; the constructivist epistemology in John Dewey, Jean Piaget, and cognitive developmental psychology; epistemology and mathematical proof; applied epistemology; radical constructivism in psychological explanation; constructivism and the curriculum; and constructivism and principles for instruction. (Author/RH)

Minnesota State Department of Education: Title I ESEA Migrant Education. Annual State Evaluation Report Fiscal Year 1977.

Minnesota State Dept. of Education, St. Paul.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-77
Note-77p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agency Cooperation, Ancillary School Services, Annual Reports, Coordination, Day Care, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Migrant Children, *Migrant Education, Migrant Youth, Parent School Relationship, *Program Evaluation, Questionnaires, Remedial Programs, School Community Relationship, Staff Development, *State Programs, *Summer Programs
Identifiers-*Elementary Secondary Education Act Title I, *Minnesota Migrant Program, Project Head Start

In the spring and summer of 1977, 4,944 migrant children participated in the 17 Day Care, Head Start, and Title I projects of the Minnesota Migrant Program. Total cost of the program was $1,620,000, with day care receiving $650,000, Head Start $150,000, and Title I $820,000. More than 450 people were employed in the local school districts. Evaluation was conducted in a number of areas. Teachers reported that in reading skills 95% of the children gained between one to three months and that in mathematics 89% of the children showed a gain from one to three months. In the area of pupil self concept and attitude, the children indicated they had enjoyed their school experience and were comfortable with themselves and who they were. Program awareness and acceptance questionnaires administered to parents, project staff, school administrators, and boards and community persons showed understanding and support of the program. All project coordinators reported strong parental support and active participation in the migrant education program; about 180 parents participated in Parent Advisory Councils and 90 migrant parents were employed as teachers, instructional aides, outreach workers and cooks. Other areas discussed in this report include staff development, program dissemination, access to local facilities, interagency coordination and recommendations for improvement. Forms used in the areas of outreach, enrollment, and program assessment are appended. (DS)

ED 188 848 RC 012 127

Tate, Enid Smith
A Perspective on Reading Skills for the Individual Migrant Child.
Pub Date- 80
Note-69p.
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cooperation, Educational History, Educational Objectives, *Federal Legislation, *Migrant Education, Migrant Problems, Outreach Programs, *Reading Instruction, *Reading Skills, *State Programs, *Tutorial Programs
Identifiers-Elementary Secondary Education Act, Florida Language Arts Tutorial Program, *Migrant Student Record Transfer System, National Migrant Education Program, New York Tutorial Outreach Program

For the migrant child, mobility disrupts the continuity and sequencing of reading skills instruction and makes the maintenance of adequate progress records very difficult. A study, covering the years from 1965 to 1979 and tracing the development of selected approaches to providing continuity in reading progress, begins with a description of the effects of the Elementary Secondary Education Act and its amendments and includes a history of the development of the Migrant Student Record Transfer System (MSRTS). The report includes a description of the National Migrant Education Program's codification of reading skills, an attempt at the simplified transmittal via MSRTS of information regarding a child's reading progress. The study notes various definitions of reading and reading skills and describes usual methods of skills assessment and remediation. The trend during the 14 years studied toward individualized tutorial programs is described. Two such programs in effect in states in the Eastern Stream of migration, Florida's Language Arts Tutorial (LAT) program and New York's Tutorial Outreach Program (TOP), are compared on the basis of rationale, goals, students served, staff, training, and evaluation, and are used to demonstrate the positive effect of interstate cooperation on the continuity of reading instruction for the migrant child. (SB)

ED 188 966 SO 012 656

Eiseman, Thomas Owen

Scientific Life in Indian and African Universities: A Comparative Study of Peripherality in Science.

Pub Date-80

Note-35p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-African Culture, *Comparative Education, *Developing Nations, Educational Assessment, Educational Needs, *Educational Objectives, Educational Trends, Faculty Development, Foreign Countries, Higher Education, Intellectual Disciplines, Job Satisfaction, Knowledge Level, Non Western Civilization, Professional Personnel, *Science Education, Scientific Research, *Scientists, Student Characteristics, Teaching Conditions, *Universities
Identifiers-India, Kenya, Nigeria

This paper examines how the careers and research activities of university scientists in India, Nigeria, and Kenya are influenced by factors related to practicing science in developing nations. Data are derived from interviews with engineers, physicists, mathematicians, and zoologists in Indian, Kenyan, and Nigerian universities. Estimates are that there are approximately 90,000 university scientists in India, 3,000 in Nigeria, and fewer than one thousand in Kenya. Science-related differences among the three nations include volume of scientific work, amount of scientific training available, date of modern scientific development, and effort to relate science planning to national development. In all these cases, India is the most developed. There are, however, many factors common to science teaching and research in these and other developing nations. Common factors include intellectual isolation, peripheral nature of production and circulation of scientific knowledge within the international scientific community, ill equipped and/or poorly maintained scientific facilities, inadequate research funding, and political interference. The conclusion is that scientists in universities in developing nations will contribute more to international scientific endeavors and will be more highly regarded within their own universities if they improve communications with research centers in scientifically developed nations, develop infrastructures for scientific work outside universities, concentrate on training scientific expertise, and award university science teachers with salary raises and promotions on the basis of merit rather than seniority. (DB)

ED 188 528 HE 012 803

Reynolds, Charles H.

Liberal and Technical-Professional Studies: A Societal Perspective on General Education. Teaching-Learning Issues, No. 41, Fall 1979.

Tennessee Univ., Knoxville.
Pub Date-79
Note-14p.; Prepared through the Learning Research Center.
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Role, Education Work Relationship, *General Education, Higher Education, *Interdisciplinary Approach, *Liberal Arts, *Professional Education, *Relevance (Education), *Technical Education, Technical Occupations

The need to develop educational programs in universities that respond to the current need for liberally educated technical-professionals and employable liberal studies majors is considered. It is contended that few faculty are currently skilled to offer, and that no curriculum in higher education currently demands, sufficient and appropriate general education courses that fit our societal need for liberally educated technical-professionals. Implementing this proposal will require both professional development efforts by faculty and curricular restructuring in academic requirements. The following background considerations to the proposal are discussed: (1) faculty and their understanding of their proper professional role, (2) certain changes in our social system that bring to question current curricula, and (3) expectations of students concerning a university education. (SW)

ED 188 870   SE 031 000

Introducing the B I P (Biomedical Instrumentation Package). Many Important Electronic Functions in One Instrument.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-19p.; Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biological Sciences, *Health Education, *Interdisciplinary Approach, Learning Modules, Physical Sciences, *Science Activities, Science Education, *Science Equipment, Secondary Education, Secondary School Science
Identifiers-*Biomedical Interdisciplinary Curriculum Project

Described are the use and purposes of the Biomedical Instrumentation Package (BIP) in science classrooms. Science activities are suggested and equipment use is described. A sample laboratory activity, which includes materials, procedure, and discussion, is provided. (SA)

ED 188 894 SE 031 182

Savannah-Chatham Public School System Mathematics Curriculum Guide, Grades K-8.

Savannah - Chatham Public School System, Ga.
Pub Date-Jun 79
Note-24p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Content, *Curriculum Guides, Curriculum Problems, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Instruction, Secondary School Mathematics, Standardized Tests, Testing

This K-8 curriculum guide is intended to provide the direction and structure necessary for a unified mathematics curriculum. In addition, it is intended that this guide help raise the scores on the Georgia Criterion Referenced Test (CRT) and the Comprehensive Test for Basic Skills (CTBS). The guide contains: notes to the teacher; an explanation of coding system and priority levels; a list of mathematical skills by grade level, K-8; and tables of basic arithmetic facts. (MK)

ED 188 487 FL 011 487

Modern Standard Arabic: Aural Comprehension Course. Volume XX: Comprehension Drills.

Defense Language Inst., Monterey, Calif.
Pub Date-76
Note-150p.; For related documents, see FL 011 467-486.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.25)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, Reading Comprehension, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages

The last of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. The 128 lessons in this volume contain various types of comprehension drills. Lessons 14-128 are completely in Arabic. (AMH)

ED 188 548 HE 012 840

Griffin, William A., Jr.

A Study Plan for the Examination for Candidacy in Higher Education Administration; Community College: A Student Looks Back One Day After the Ordeal.

Pub Date-15 Mar 80

Note-22p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, Annotated Bibliographies, *College Administration, College Curriculum, *Community Colleges, Core Curriculum, *Doctoral Programs, *Education Courses, Elective Courses, Graduate Students, *Higher Education, *Postsecondary Education As a Field of Study, Student Teacher Relationship, Study Guides, Tests

Identifiers-*Candidacy Examinations, University of Arkansas Fayetteville

A study plan for the examination for candidacy in higher education administration for the community college is presented. The outline on the doctoral program includes five areas: course work, electives, the selection of a committee, getting organized, and things to remember. A bibliography of journals and books is provided that may be useful in preparing for the examination. Sample questions that have been asked at the University of Arkansas, Fayetteville are appended. (SW)

ED 188 569 HE 012 933

Webster, David S.

Ethnic Minorities at America's Liberal Arts Colleges The New Invisible Men and Women?

Pub Date-78
Note-9p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Colleges, *Ethnic Groups, Higher Education, *Liberal Arts, *Minority Groups, *Racial Attitudes, *Racial Balance, Racial Discrimination, Racial Factors, *Racial Relations, Surveys

A study was undertaken to analyze interview and questionnaire responses from 50 liberal arts colleges receiving Exxon Foundation grants to improve their management. In this analysis it was learned that although respondents had opportunities to mention minorities they seldom did. Responses of five top college officials are analyzed here: campus president, chief student affairs officer, chief academic officer, chief fiscal officer, and development officer. Among the questions to which minority-related responses were anticipated were those about: highlights of the individual's administrative career, major disappointments in the career or position, difficult decisions, opinions of colleagues, colleagues on whom the individual relied, and outside formal lines of authority. Of the 909 possible responses concerning minorities, one percent referred directly to these minorities. It is suggested that the reason for this is that the first questions were management-related, and respondents may have had a difficult time shifting gears'' to open-ended questions. (MSE)

ED 188 676 JC 800 318

Miles, Curtis Upchurch, Richard
Fundamental Reasoning Skills: A Partial Bibliography.

Piedmont Technical Coll., Greenwood, S.C.
Pub Date-Apr 80
Note-42p.; Not available in paper copy due to the marginal reproducibility of the original document.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Development, *Cognitive Processes, Creativity, *Critical Thinking, Decision Making, Instructional Materials, Intelligence, Logical Thinking, Problem Solving, *Social Sciences, Technical Institutes, Two Year Colleges

This selected bibliography lists 489 monographs, articles, and reports dealing with reasoning skills and their applications to social science problems. These citations, representing those items acquired by the Center for Reasoning Studies at Piedmont Technical College, include theoretical works on problem-solving, values education, decision-making, learning skills, reasoning and critical thinking, Piagetian theory, language, convergent and divergent thinking, creativity, intelligence, and hemispheric dominance. Additionally, curriculum guides, instructional materials, and educational games are cited, which have practical applications for the classroom. Entries are presented in alphabetical order by author, providing title, date of publication, and, if applicable, journal title, volume, and issue; publisher and place of publication; and ERIC document number. (JP)

ED 188 773 PS 011 542

Figgures, Cleo
Evaluation of the Get Set Day Care Program, 1978-1979.

Spons Agency-Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Apr 80
Note-52p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ancillary School Services, *Child Development, Comparative Analysis, *Day Care, Early Childhood Education, *Parent Participation, *Program Evaluation, *Staff Development, Summative Evaluation, Tables (Data)
Identifiers-*Get Set Program, Pennsylvania (Philadelphia)

This study reports results of an evaluation of the developmental, parent involvement, staff development, and supportive services components of the Get Set Day Care Program in Philadelphia. During 1978-1979, the program provided day care and educational services to approximately 4,100 children in 70 sites. Developmental Behavior Checklist (DBC) data revealed that the Get Set Day Care Program participant's mastery of gross motor, fine motor manipulation, fine motor draw/write, social interaction/rapport, social responsibility-self help, cognitive and language skills was equal to that of all six Philadelphia School District Pre-Kindergarten programs combined. The developmental emphasis seen most frequently was social interaction. The major adult role observed was that of direct teaching. The majority of the staff had attended one or more workshops during the year, and also were generally satisfied with services provided by supervisors. The Creative Arts, as a topic for staff development, were agreed upon as having helped in classroom effectiveness and were preferred as a topic for future staff development. Parent involvement data revealed that an increase in volunteer hours contributed to the program. Supportive services, in the form of health, psychological and social services were, in general, provided in consistent fashion. Evaluation data are summarized in five appendices. (Author/RH)

ED 188 795 RC 011 250

Annual Operational Summary Migrant Family Housing Centers, 1978 Open Season.

California State Dept. of Employment Development, Sacramento. Migrant Services Section.
Pub Date-Mar 79
Note-28p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Groups; *Agricultural Laborers, Anglo Americans, Blacks, *Economic Factors, Educational Background, Ethnic Groups, *Family Characteristics, Family Income, Mexican Americans, Mexicans, *Migrant Housing, *Migrant Workers, Seasonal Laborers, Sex Differences
Identifiers-*California

During the 1978 agricultural season, migrant farmworkers and their families occupied 2,079 rental units at 26 migrant housing centers provided by the Office of Migrant Services. Supportive services at the centers included day care centers for children two to five years of age, a few infant care facilities, and access to medical serivces, nutritional services, cultural and recreational programs, employment information, and other referral services and counseling programs. During 1978, occupancy of the centers numbered 12,291 individuals in 2,409 families. The average size of the families exceeded five members each. Some 1,914 families were turned away. Annual incomes ranged from 182 families earning less than $2,000 annually to 182 families earning more than $9,500. The average income was $5,633. Of the 6,137 persons 18 or over, 4,316 had completed 1 to 7 years of school, 651 had completed 9-11 years, and 273 had completed 12 years. Ethnic categories included 45 Anglo, 375 Mexican American, 1,983 Mexican, and 6 Negro families. Mexico was the home base for 42.3% of the families, followed by 24.2% from Texas and 22.4% from California. This 1978 operational survey of the migrant housing centers is essentially a group of tables presenting detailed statistical characteristics of the migrant residents at each center. (DS)

ED 188 919 SE 031 426

Let's Recycle! Lesson Plans for Grades K-6 and 7-12.

Environmental Protection Agency, Washington, D.C. Office of Water Programs.; Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.
Report No.-EPA-SW-801
Pub Date-80
Note-49p.; Pages 33-36 removed due to copyright restrictions.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Activities, *Curriculum Development, Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, *Natural Resources, Pollution, *Recycling, Science Education, Social Sciences, Waste Disposal

The purpose of this guide is to inform students of solid waste problems and disposal options. Lesson plans deal specifically with waste and recycling and include interdisciplinary approaches to these problems. The manual is divided in two sections - K-6 and 7-12. Activities are designed to allow the teacher maximum flexibility, and plans may be modified easily. A state-by-state list of solid waste agencies is provided. (Author/RE)

ED 188 945

SE 031 470

Biomedical Science, Unit III: The Circulatory System in Health and Science. The Heart and Blood Vessels; Blood and Its Properties; The Urinary Tract. Laboratory Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-92p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Allied Health Occupations Education, *Cardiovascular System, Career Education, *Integrated Curriculum, *Laboratory Manuals, Science Course Improvement Projects, Science Curriculum, *Science Education, Secondary Education
Identifiers-*Biomedical Interdisciplinary Curriculum Project

This laboratory manual presents activities for a unit of science within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. These twenty-five laboratory activities concentrate on biomedical problems in investigating various aspects of the circulatory system, providing concrete experiences for students to explore the heart and blood vessels, blood and its properties, and the urinary tract. (CS)

ED 188 426 EC 124 386

Federlein, Anne Cairns

A Year Long Study of the Frequency of Play Interactions of Handicapped Preschoolers in Mainstreamed and Segregated Classrooms.

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-9).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Emotional Disturbances, *Hearing Impairments, *Interpersonal Competence, *Mainstreaming, *Physical Disabilities, *Play, Preschool Education

A study was undertaken to observe the frequency of play of 30 preschool handicapped children (physically, emotionally, or hearing impaired) in either a mainstreamed or segregated setting. Each S was observed 6 times over a 7 month period. Results showed a higher frequency of play in the mainstreamed preschool classroom, and that adult initiated play is more frequent in segregated classrooms. Mainstreamed hearing impaired preschoolers had the highest frequency of play in the onlooking category and solitary play was most frequent among emotionally disturbed segregated Ss. Evaluation forms are appended. (PHR)

ED 188 696 JC 800 385

Parsons, Michael H.

Cooperation in Vocational Education Programs: Articulation Is for Real!

Pub Date-28 May 80

Note-26p.; Paper presented at the Kellogg Institute on Staff Development (Austin, TX, May 28, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advanced Placement Programs, *Articulation (Education), College Credits, *College School Cooperation, Competence, Distributive Education, Equivalency Tests, Evaluation Methods, High Schools, Nursing Education, Office Occupations Education, Program Descriptions, Program Evaluation, Student Evaluation, Two Year Colleges, Vocational Education

Identifiers-Hagerstown Junior College MD

To reduce duplication of instruction in educational programs and to encourage faculty to cooperate in the smooth transition of students from secondary to post-secondary programs, Hagerstown Junior College and the Washington County Board of Education developed model articulation agreements between secondary and post-secondary programs in the areas of secretarial science, nursing, and distributive education. The development of the agreements involved: (1) an examination of program competencies by high school and college faculty; (2) the determination of the level at which the high school student has met the minimum criteria for completion of beginning college courses; and (3) the establishment of procedures for credentialing the student's competence by means of advanced placement, awarding of college credit, or challenge examination. The evaluation of the articulation process, which involved surveying student participants and monitoring their progress as they completed degree requirements, revealed that the process increased college enrollments and student satisfaction; 85% of the secretarial students, for example, who entered the program via the agreement, came to the college and chose the program because of the articulation process. A project is currently underway to effect system-wide articulation at the program level. The articulation agreement and forms used in the program are appended. (JP)

ED 188 733 JC 800 452

Whalen, Paul

Evening & Part Time Faculty Handbook.

Los Angeles City Coll., Calif.
Pub Date- 80
Note-30p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Policy, Assignments, College Governing Councils, *Community Colleges, Compensation (Remuneration), Credentials, Educational Facilities, Educational Policy, Faculty Handbooks, Grading, *Institutional Characteristics, Library Services, *Part Time Faculty, Seniority, Student Personnel Services, Student Records, Teacher Associations, *Teacher Responsibility, Tests, Two Year Colleges
Identifiers-Los Angeles City College CA

As an information resource for evening and part-time faculty at the main campus of Los Angeles City College (LACC), this handbook outlines LACC policies, procedures, facilities, and services. The handbook first provides emergency information and then describes miscellaneous faculty services such as mailboxes and parking. The use of various campus facilities is then discussed, followed by an enumeration of LACC employment policies governing pay and assignment limitations, seniority, credentials, and termination. Instructional policies in areas such as grading, assignments, and examinations are then presented, along with information on the use of library and media center facilities. The handbook concludes with a description of necessary attendance and grading reports, an outline of student personnel services, and a copy of the constitution of the LACC Faculty Association. A map of the campus is included. (JP)

ED 188 813 RC 012 082

Keller, Rosanne

The Cold Blooded Killer: Hypothermia.

Alaska Univ., Anchorage.; Department of Agriculture, Washington, D.C.; Literacy Council of Alaska, Fairbanks.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-77

Note-25p.; Adapted from material provided by Tanana Valley Chapter, American Red Cross and Alaska Native Health Service, Tanana Service Unit, Fairbanks, AK. For related documents, see RC 012 080-84.

Available from-Environmental Health Branch, Alaska Area Native Health Service, Box 7-741, Anchorage, AK 99501 (free to Native Americans)

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Alaska Natives, American Indians, Elementary Secondary Education, Fatigue (Biology), *First Aid, Heat Recovery, Illustrations, Literacy Education, *Metabolism, *Outdoor Education, Physical Activity Level, *Safety Education, Sleep, Temperature, *Thermal Environment

Identifiers-*Alaska, *Hypothermia, Survival Skills

Part of a series of home literacy readers with conversational text and sketches, this booklet depicts the subarctic Alaskan environment where cold makes extreme demands on body metabolism. Body temperature must be maintained above 80F (26.7C). A condition of too little body-heat is termed hypo- ('deficit') thermia ('heat'). Hypothermia is the number one killer of the great outdoors. Exposure to cold, wind and wetness brings on chills and shivering. Exhaustion follows, with poor coordination of hands, speech, and thought. Chilled persons can fumble, fall, and feel irresistably sleepy. If allowed to sleep, they will die. First aid for critical conditions is wakefulness and warmth. Provision of shelter from wind and cold may involve setting up camp early; getting into dry clothes; climbing into a bedroll heated with wrapped canteens or rocks; providing skin-to-skin heat transfer; eating warm food; and drinking warm non-alcoholic beverages. Body-heat maintenance entails more than active movement. It requires provision for wind- and rain-resistant

clothing; a good tent; fire materials; high energy trail food (such a good tent; fire materials; trail food (such as dry fish, nuts, jerky, candy), etc. Careful maintainence of adequate body-heat obviates hypothermia. (SC)

ED 188 985 SO 012 678

Bennett, Paul W.

Rediscovering Canadian History: A Teacher's Guide for the '80s. Curriculum Series, 39.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-80

Note-180p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($10.50)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Area Studies, Curriculum Development, Curriculum Guides, Educational Objectives, Historiography, *History Instruction, *Learning Activities, *North American History, Resource Materials, Role Playing, Secondary Education, Simulation, *Teaching Methods, Units of Study

The guide presents suggestions for teaching Canadian history in high school, including a discussion of methodology, two schemes of class organization, unit plans, and learning activities. The objective is to explore new approaches and alternatives for teaching Canadian history. The book is presented in nine chapters. Chapter I provides background information and a rationale and lists knowledge, skills, and affective objectives. Chapter II explores recent changing perspectives in Canadian historiography. Chapter III discusses ten different teaching approaches, noting the increasing emphasis on inquiry and use of audiovisual materials. Chapter IV focuses on various activity projects, including research essays, seminars, book reviews, current events, field studies, role play, and guest speakers. Procedure, references, and a sample assignment are given for each. Chapter V details five activities which can be used to introduce Canadian history. Chapter VI presents two alternative courses: a 34-week traditional chronological course and a 13-week experimental course focusing on regionalism. Chapter VII charts activities, content objectives, resources, and teaching strategies for three units: two relating to a particular era and one discussing problems of regionalism. Chapter VIII annotates core textbooks and resource books in Canadian history, while the concluding chapter lists trade books, pamphlets, articles, and audiovisual resources. (CK)

ED 188 871 SE 031 010

Books Agriculture and Related Subjects. Revised Edition.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Pub Date-79
Note-35p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Production, Agricultural Supplies, Agriculture, *Animal Husbandry, *Bibliographies, Entomology, *Farm Management, Feed Industry, *Forestry, Veterinary Medicine, Zoology

Presented are 28 pages of titles of books related to agriculture, arranged in alphabetical order according to subject matter. Prices and publishers' names are provided. A five-page directory of publishers provides addresses of each publishing company. (SA)

ED 188 895 SE 031 183

Campbell, Clifton P.

Handbook on Numerically Controlled Operational Devices.

Pub Date-80

Note-65p.; Contains occasional light and broken type. Photographs will not reproduce well.

Pub Type- Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computer Programs, Cybernetics, *Drafting, Electronic Control, *Machine Tools, *Manufacturing Industry, *Numerical Control, Systems Approach, *Technological Advancement, Technology

This handbook presents an organized set of descriptive information on numerically controlled operational devices. The information is intended for those involved in industry and technical education and to contribute to the knowledge of numerical control technology. It is also intended for supervisors, manufacturers, machine operators, and others who do not have extensive technical background in numerical control. (Author/SA)

ED 188 444 FL 010 938

Durio, Helen F. Kildow, Cheryl A.

Video, Audio, and Reading Instructional Presentations of Six French Language Scripts: An Evaluation of a Listening Comprehension Study.

Texas Univ., Austin. Measurement and Evaluation Center.

Report No.-SR-79-5

Pub Date-May 79

Note-55p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, *Audiotape Recordings, *Audiovisual Instruction, *College Second Language Programs, *French, Higher Education, Language Research, *Listening Comprehension, Self Esteem, Written Language

Listening comprehension of six French language scripts was tested using three types of instructional presentations and two sequenced exposures. The three presentation modes were: (1) video (a combination of audio and visual presentation of the script materials by a native speaker of French), (2) audio (a taped recording of the script materials by a native French speaker), and (3) reading (the presentation of the written script only). The criterion measure of achievement was listening comprehension skill as demonstrated on the College Placement Test of French Listening Comprehension, a standardized achievement test using tapes appropriate for students with two to four years of language study. The level of student self-confidence in his/her listening comprehension skill was measured by pretesting and posttesting with a short attitude questionnaire. The three methods of instruction were presented once a week for a six-week period with a sample of 146 college students enrolled in nine sections of French. Results suggest a need for replication with a longer and more intense period of investigation, perhaps a semester in length. Data indicated a need for effective methods of developing skills in listening comprehension. Some indication that the video method may promote greater confidence in listening comprehension abilities was shown. (SW)

ED 188 463 FL 011 419

Workshop Leader's Handbook.
Literacy Volunteers, Inc., Syracuse, N.Y.
Pub Date-77
Note-185p.
Available from-Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210 ($5.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, *English (Second Language), *Literacy Education, Postsecondary Education, *Teacher Education, Teaching Methods, Tutors, *Volunteer Training, *Workshops

A handbook for workshop leaders of the Literacy Volunteers of America, Inc. (LVA), is presented. The leaders present LVA's Tutor Training workshops. Contents concern the following: qualifications required of workshop leaders; the needs of workshop trainees and methods to meet their needs; the basic tools that the workshop leader must understand before conducting a workshop; the workshop leader's team and the duties that may be delegated by the leader to the team; tasks the workshop leader should perform when planning a workshop; the manner in which continuity leads to the better job; things to remember when demonstrating techniques for the trainees; the suggested technique used for demonstrating the experience story,'' sight words,'' phonics,'' and word patterns''; three of the 12 creative wall displays that LVA affiliates are using and recommend; procedures affiliate leaders use to promote motivation and insure high interest in their trainees; the advantages and disadvantages of using demonstration students; the procedures used by workshop leaders who utilize demonstration students; the ways some workshop leaders have used guest speakers; tasks recommended as followup activities, a resource for planning and drawing up the contract for the workshop; five recommendations for planning and implementing the contract workshop (or special job); perspectives about personality problems in a workshop; dealing with a trainee who argues with every technique or dominates; and self-evaluation. (SW)

ED 188 488 FL 011 498

Navascues, Michael, Comp.

Spanish-speaking Americans. Ethnic Heritage Studies Program of Rhode Island, Appendix C.

Rhode Island State Dept. of Education, Providence.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-58p.; Narrow type, faint in places, may not reproduce well. For related documents see FL 011 499-501.

Language-English; Spanish

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cultural Background, *Cultural Education, Essays, *Ethnic Studies, Higher Education, *Hispanic Americans, Lyric Poetry, Native Language Instruction, *Reading Materials, Secondary Education, Second Language Instruction, Short Stories, *Spanish, *Spanish Speaking

Identifiers-Rhode Island

Reading materials by Spanish-speaking Americans, which constitute curricular materials for secondary school and college ethnic studies programs, are presented. The selection includes five stories and a poem in Spanish and an essay and autobiographical narrative in English. The writers of the materials represent the following areas: Columbia, Puerto Rico, the Dominican Republic, Cuba, and Chicano America. For each selection there is a brief introduction in English and a series of topics for discussion. Contributing authors are as follows: Alfredo Collado Martell, Hernando Tellez, Rămon Francisco, Luis Quero Chiesa, Pedro Juan Soto, Eugenio Florit, Enriqueta Vasquez, and Beatrice

Griffith. (SW)

ED 188 510 HE 012 705

Herring, Carol P. And Others

Budgeting and Resource Allocation at Princeton University, Vol. 2.

Princeton Univ., N.J.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-Oct 79

Note-580p.; For related document see ED 070 404.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors-*Budgeting, *College Administration, Committees, Cost Effectiveness, Cost Estimates, Costs, Delivery Systems, Departments, Economic Change, *Educational Finance, Educational Trends, Endowment Funds, Higher Education, *Money Management, Planning Commissions, *Policy Formation, *Resource Allocation, School Funds, Systems Approach, Tenure

Identifiers-*Princeton University NJ

A supplement to a project begun to devise methods of handling budgeting in a more systematic way in the Princeton setting, this final report examines budgeting procedures that have been revised, discusses new procedures that have been implemented, and explains procedures now in use at Princeton. Chapter I provides an overview of the Priorities Committee's work over the past seven years and discusses the process by which the Committee determines its budget recommendations each year. The Tenure Flow Plan, which determines the number of tenure openings permitted in each department over a given period of time, is the subject of Chapter II. Chapter III describes the special review that Princeton made of the administrative expenditures of academic departments. Several changes in policies governing the management of the endowment are the subject of Chapter IV. The way in which direct cost rate is calculated is discussed in Chapter V. Chapter VI reviews the changes that Princeton has made in the annual budgeting process since the first report was written. The appendix contains a reprint of A Financial Primer'' (a special publication explaining the steps taken by Princeton in light of financial pressures) and copies of each Priorities Committee report for fiscal years 1973-74 through 1979-80. The importance of the Priorities Committee reports are noted because they show: (1) the change in the financial state over the seven years; (2) the guiding principles for budgeting decisions; and (3) the form in which Princeton reported its views. (LC)

Thompson, Maxine

Greater Retention: Key for the 80's. Teaching-Learning Issues, No. 42, Winter 1980.

Tennessee Univ., Knoxville.

Pub Date-80

Note-13p.; Prepared through the Learning Research Center.

Pub Type- Reports - Research (143) - Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence, College Freshmen, *College Students, Comparative Analysis, *Dropout Prevention, *Dropout Research, Higher Education, *School Holding Power, *Student Attrition

Identifiers-*University of Tennessee Knoxville

Research and programs concerning college student retention are considered. Based on research studies, reasons why students depart prior to graduation are examined. The literature about corrective actions that can be taken and University of Tennessee data about student retention are discussed. A recent study at the University of Tennessee, Knoxville, examined the retention, attrition, and graduation patterns of over 17,000 in-state freshmen admitted from 1968 through 1973. Females tended to graduate earlier or on schedule more frequently than men, as did students enrolled in the colleges of liberal arts and education. The relationship between student retention and American College Testing scores, grade point average, and other variables was assessed. Two programs aimed at retention at the University of Tennessee are a course centering around study skills, career planning, and selection of a major, and a program in which experienced students volunteer to become big brothers and sisters to incoming freshmen. (SW)

ED 188 549 HE 012 841

Nicholls, William L., II Many, F. V.
Survey Methods of the 1976-77 Expanded Eligibility Survey.
California Univ., Berkeley. Survey Research Center.
Pub Date-1 May 78
Note-96p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Attendance, College Choice, Data Collection, Eligibility, *Followup Studies, Graduate Surveys, Higher Education, High School Graduates, *Research Methodology, *Sampling, Student Characteristics, *Surveys, Weighted Scores
Identifiers-California, *Expanded Eligibility Survey, *University of California Berkeley

Methods of the 1976-77 Expanded Eligibility Survey, which was conducted for the University of California at Berkeley and the University of California System, are described. The survey was undertaken as a supplement to the 1976 High School Eligibility Study. A subsample of the 1976 Eligibility Study graduates was mailed questionnaires to determine the graduates' ethnicity, family income, parental education, colleges applied to, colleges attended, and post-graduation employment. The influence of family, friends, high school counselors, and visiting recruiters on career choice, decisions to attend college, and college selection were also assessed. This report describes the sampling, field work, and weighting methods of the 1976-77 Expanded Eligibility Survey. Recommendations for major changes in the design of future surveys are offered. (SW)

ED 188 570 HE 012 943

Toombs, William

The Curriculum: Faculty Perspectives for the Eighties (Looking at Other People's Programs).

Pub Date-Apr 80
Note-27p.; Paper presented at the Academic Leadership Workshop Series (Rochester Institute of Technology, New York, April 2, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, Change Strategies, *College Curriculum, *College Faculty, *Curriculum Development, Educational Change, *Educational Trends, Faculty College Relationship, Futures (of Society), *Higher Education, Skill Development, Teacher Responsibility, *Teacher Role, Technological Advancement

The thesis presented is that the faculty, or more precisely the perspective it takes on academic programs and the actions based on those perceptions, is the critical factor for most collegiate institutions in the next decade. The prospect for the eighties will be substantially influenced by how well faculty are able to deal with curricular issues generated by the knowledge-information revolution underway. It is suggested that faculty will have to develop or refine capabilities not now fully appreciated, especially the techniques of curriculum analysis, organization for collective action, and the capacity to invent programs for learning that will fit into the patterns of technological growth. These ideas and approaches are outlined in detail, illustrated by charts and tables of curriculum data. (MSE)

ED 188 616 IR 008 483

Charters, Alexander N., Comp.

Resources for Educators of Adults. Syracuse University Publications in Continuing Education (SUPCE). MS12 Revised.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date-Dec 79

Note-42p.

Available from-SUPCE, 220 Huntington Hall, Syracuse University, Syracuse NY 13210 (For a list of publications in print and placement of orders).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Adult Educators, *Adult Programs, Adults, *Continuing Education, *Educational Resources, Professional Development, Professional Education, *Publications, Resource Materials

This is a collection of bibliographies of publications produced over the years for Syracuse University Publications in Continuing Education to meet the demand for quality educational resources for educators of adults. It includes the following series: Notes and Essays and Reports Series in Continuing Education of Adults; Occasional Papers Series (CSLEA); Landmark and New Horizon Series; William Pearson Tolley Medal Series; Papers on Adult Education University College Publications (Blue Books); American Foundation for Continuing Education Publications; Fund for Adult Education Publications; ERIC Clearinghouse on Adult Education; Single Publications; MS Series; Clearinghouse of Resources for Educators of Adults; Syracuse University Related Publications; and Library of Continuing Education at Syracuse University. Each bibliography provides author and title followed by the Syracuse University Archives call number, Library of Congress call number as denoted in the Ernest S. Bird Library at Syracuse University, ERIC accession number, Clearinghouse of Resources for Educators of Adults (CREA) call number, and holdings in the personal collection of Alexander N. Charters as appropriate. (RAA)

Ross, Robert Allison

Small/Rural Two-Year Colleges: An Analysis of Their Problems and Characteristics.

Pub Date-May 79

Note-289p.; Ph.D. Dissertation, University of Virginia

Available from-University Microfilms, P. O. Box 1764, Ann Arbor, MI 48106 (Order No. 80-02520, MF $8.25, Xerography $16.50)

Pub Type- Tests/Questionnaires (160) - Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors-*Administrative Problems, Administrator Attitudes, College Presidents, Community Colleges, Comparative Analysis, Definitions, *Institutional Characteristics, Literature Reviews, National Surveys, Questionnaires, *Rural Schools, *Small Colleges, Technical Institutes, *Two Year Colleges, Urban Schools

A nationwide survey of two-year colleges was conducted in 1978 to determine the unique characteristics of the country's small and/or rural colleges. The survey instrument asked college presidents to indicate if their institutions could be considered small and/or rural and to rank the importance of 32 selected problem areas. Survey findings, based on a 75% response rate, were analyzed to determine: (1) the problems that were ranked higher by presidents who perceived their institutions to be small and/or rural than by presidents of colleges which were neither small nor rural; (2) the objective characteristics of two-year institutions that tend to explain the perceptions of institutional size and ruralness; and (3) operational definitions of the small/rural classification based on these characteristics. Major findings reveal that 61% of the respondents considered their institutions to be small and/or rural, that 35.1% indicated that their institutions were both small and rural, and that eight problem areas were both unique and important to small, rural colleges. Among these problems were across the board budget cuts, limited institutional research capacity, and limited ability to write grant proposals and follow up on them. The survey report analyzes findings, details methodology, reviews pertinent literature, and includes the questionnaire and a bibliography. (JP)

ED 188 831 RC 012 101

Mojado, Gwen

Understanding Native Americans: Their Heritage, Skills, Contributions and Future. Final Narrative Report, Ethnic Heritage Program.

Utah Univ., Salt Lake City.

Pub Date-76

Grant-G007501384

Note-147p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*American Indian Education, *American Indians, Cross Cultural Training, Cultural Background, *Curriculum Development, Elementary School Teachers, Ethnic Stereotypes, *Inservice Teacher Education, Instructional Materials, Material Development, *Student Teacher Relationship, *Teacher Role, Tribes

Identifiers-Ethnic Heritage Studies Program

The objectives of a successful 1975-76 $38,000 HEW grant to the University of Utah were to: begin to deal with educational problems of Native Americans; correct cultural stereotypes; form a model for the inclusion of American Indian heritage content in educational institutions; and provide inservice training for elementary teachers on or near reservations or in urban areas with high Indian populations. Emphasizing the role and influence of the teacher on Native American students, the grant staff conducted an inservice program regarding the background, contributions, lifestyle, skills, and future of the American Indian. A total of 61 elementary staff and faculty in 3 locations participated. Participants wrote Native American teaching units of varying quality. While noting the inability of many teachers to prepare adequate units, independent evaluators generally rated the program as successful and its materials as good. They called for more such programs. Participants also enjoyed the course and wanted more information regarding communication with Native American students. Appendices include samples of the teaching units and class outlines on Native American background and culture, noting implications for social work practice and teacher-student communication. (SB)

ED 188 849 RC 012 131

Carter, James D.

A Comparative Study of Two Training Programs in Florida for Delinquent Youths: Eckerd Wilderness Camping and State Training Schools.

University of West Florida, Pensacola. Educational Research and Development Center.
Spons Agency-Jack and Ruth Eckerd Foundation, Clearwater, Fla.
Pub Date-5 Dec 79
Note-139p.; For related documents, see RC 012 132-133. Light print may not reproduce clearly.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Community Schools, *Comparative Analysis, Correctional Education, *Correctional Institutions, *Delinquent Rehabilitation, Elementary Secondary Education, Experiential Learning, Human Services, Institutionalized Persons, Learning Activities, Males, *Outdoor Education, Program Evaluation, Recidivism, Rehabilitation Programs, *Resident Camp Programs, Residential Schools, Social Environment, *State Schools, Student Attrition
Identifiers-*Eckerd Wilderness Camp, *Florida

The purpose of this study was to compare the effects of the Eckerd Wilderness Camping Program with those of the Florida Training Schools (rehabilitation institutions) on delinquent youths. Effects of these different treatment modes were measured in terms of school adjustment and court contact of each group at 6, 12, and 18 months after release or parole date. The sample population consisted of 120 males (aged 8-15), 60 of whom were Eckerd camp graduates and 60 of whom were Florida Training School graduates. Descriptive information derived from institutional records included: offenses committed, severity of offenses committed, length of enrollment in school, and achievement level in school. Results indicated: (1) prior to program entry Eckerd campers were younger, had a lower grade of entry, had more youth convictions one year prior to entry, committed more severe crimes, had fewer legal referrals for all years, had a greater number of prior youth commitments, and had a higher IQ than the state group; (2) during the first 6-month period, Eckerd campers had significantly fewer contacts, did not differ in severity of offenses committed, remained in school longer, and attained a significantly higher level in school than the state group; (3) during the second and third 6-month period there was no difference between the two groups in number of court contacts or in severity of offenses committed and Eckerd campers remained in school slightly longer and attained a significantly higher academic achievement level than the state group. (JC)

ED 188 920 SE 031 429

Gaul, Dennis R. Kynell, Michael C.

Dupage Mayors and Managers Energy Education Project.

Dupage Mayors and Managers Conference, Inc., Oak Brook, Ill.

Spons Agency-Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.

Pub Date- 79

Note-87p.

Available from-Energy and Education Action Center, Office of Education, Reporters Building, Suite 514, 300 7th Street, S.W., Washington, DC 20202 (no price quoted).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Class Activities, *Curriculum Development, *Decision Making, Elementary Secondary Education, *Energy, *Energy Conservation, Field Trips, Problem Solving, Science Education

Identifiers-*Energy Education

This teacher's guide contains activity modules designed to help explain present energy use patterns and basic concepts in energy use. Also covered in the manual are suggestions for energy-related field trips and strategies for successfully conducting such trips. The activities are presented according to grade level, including primary, intermediate, junior high, and high school levels. An energy information resource list is also provided. (Author/RE)

ED 188 593 IR 008 446

Information: Books are Just the Beginning. The Michigan White House Conference on Libraries and Information Services. A Report.

Michigan State Dept. of Education, Lansing.
Pub Date-Mar 79
Note-36p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accessibility (for Disabled), *Financial Support, *Libraries, Library Automation, Library Collections, Library Extension, Library Networks, *Library Services, Public Relations
Identifiers-*Michigan, *White House Conference Library Info Services

This report details the proceedings of the Michigan pre-White House Conference on Libraries and Information Services held from March 26-28, 1979. Demonstrations, displays, discussions, elections, and participants are described, and the 68 resolutions arising from the discussions are listed according to the following topics: (1) finance, (2) barriers to library use, (3) outreach, (4) public relations, (5) networking, and (6) the impact of technology on library collections. Photographs are included. (FM)

ED 188 753 PS 011 512

Smock, Charles D., Ed.
Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-OEG-0-8-522478-4617(287)
Note-358p.; For related documents, see ED 153 905 and PS 011 510-516.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Classification, *Cognitive Development, Comparative Analysis, Comprehension, Early Childhood Education, Elementary School Students, Error Patterns, Foreign Countries, *Language Acquisition, *Logical Thinking, Low Income Groups, Models, Organization, Perspective Taking, *Program Effectiveness, Rural Areas, Semantics, *Social Development, Urban Areas
Identifiers-Australia, Mathemagenic Activities, *Project Follow Through, University of Georgia

This set of 13 research reports, bulletins and papers is a product of the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia Follow Through Program. Based on Piagetian theory, the MAP provides sequentially structured sets of curriculum materials and processes that are designed to continually challenge children in kindergarten through third grade from low income families to learn about the physical and social environments. Materials collected here focus on topics related to cognitive and language development. Titles included in the set are: (1) The Use of Mathematical Models for Describing Sequential Search Strategies in Elementary School Children; (2) Measures of Language Comprehension: Relations to Performance; (3) Models for Performance in Syllogistic Reasoning; (4) An Analysis of Organizational Structure by Application of Individual Differences Multidimensional Scaling; (5) Development of Concrete Operations in Urban and Rural Communities: A Study of the Effect of the Mathemagenic Activities Program; (6) A Survey of Cognitive Abilities of Children in Different School Programs; (7) Lifeways and Cognitive Performance in Australia and the United States; (8) Development of Social Relations: Role-Taking Skills and Classification Abilities; (9) The Concepts of Appearance, Disappearance, and Reappearance: A Developmental Semantic Analysis; (10) Analysis of Error Choices on the Ravens Progressive Matrices; (11) Growth of Logical Thought in Rural and Urban Environments; (12) Role-Taking and Egocentricisms; and (13) Children's Conception of Reality: Some Implications for Education. Prefatory or introductory material in each report indicates the focus and purposes of the work. (RH)

ED 188 896 SE 031 204

Heidema, Clare And Others

CSMP Mathematics for the Upper Primary Grades, Part III, Teacher's Guide: General Introduction, The World of Numbers, The Languages of Strings and Arrows, Geometry and Measurement, Workbooks. Final Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-817p.; For related documents, see SE 031 205-210 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and activities which may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, Algorithms, Diagrams, Elementary Education, *Elementary School Mathematics, Geometric Concepts, Grade 3, *Lesson Plans, Manipulative Materials, *Mathematics Curriculum, *Mathematics Instruction, Measurement, Multiplication, *Number Concepts, Number Systems, Subtraction, *Teaching Methods, Worksheets
Identifiers-*Comprehensive School Mathematics Program

This two-volume teacher's guide is to be used with a first-semester, third-grade mathematics program. The program is in large part the outgrowth of involvement with children and was influenced by information gathered in an extended pilot project conducted nationwide during 1975-79. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer''). This contains five sections: (1) General Introduction; (2) World of Whole Numbers; (3) Languages of Strings and Arrows; (4) Geometry and Measurement; and (5) Workbooks. Each section has its own table of contents. A series of lesson plans include capsule lesson summaries, lists of materials needed for both teacher and student, and lesson descriptions which suggest possible classroom dialogue and indicate the use of worksheets and manipulative materials. (Author/MK)

ED 188 946 SE 031 471

Biomedical Social Science, Unit II: Health, Culture and Environment. Student Text, Part Two: Aq Kupruk. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-123p.; For related documents, see SE 031 461-470, ED 174 409-430, and ED 174 446-452. Photographs will not reproduce well.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Allied Health Occupations Education, Career Education, Cultural Awareness, Environment, Health, *Instructional Materials, *Integrated Curriculum, Science Course Improvement Projects, Science Curriculum, Science Education, *Secondary Education, *Social Sciences, Social Studies, Units of Study
Identifiers-*Afghanistan, *Biomedical Interdisciplinary Curriculum Project

This student text presents instructional materials for a unit of social science within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. This particular unit deals with world cultures and their relationship to health and environment. Reading, illustrations, and activities are presented that deal with the social structure of Afghanistan. (CS)

ED 188 427 EC 124 387

Prieto, Alfonso G. Zucker, Stanley H.

The Effects of Race on Teachers' Perceptions of Educational Placement of Behaviorally Disordered Children.

Pub Date-Apr 80
Note-13p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-86).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Emotional Disturbances, Ethnic Groups, Exceptional Child Research, Expectation, *Mexican Americans, *Stereotypes, Student Placement, *Teacher Attitudes

The expectations of 119 graduate students (either regular or special education teachers) regarding possible emotional disturbance in Mexican American children were investigated. Ss were given case study information differing only in whether the child was Mexican American or Caucasian and were asked to decide whether placement in a special class for emotionally disturbed students would be appropriate. Ss selected placement in the special class significantly more often for the Mexican American student than for the White student. Discussion focuses on theories of attitudinal flexibility, ecological theory, and motivational theory which might explain the results. (DB)

FL

ED 188 639 IR 008 508

Thomas, James L. Thomas, Carol H.
Sports Splash'' 1980. A Librarian's Planning Handbook.
Texas State Library, Austin. Dept. of Library Development.
Pub Date-80
Note-74p.
Available from-Texas State Library, PO Box 12927, Capitol Station,
Austin, TX 78711 (free).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Athletics, *Elementary School Students, Librarians, Library Materials, Preschool Children, Publicity, *Public Libraries, Questionnaires, Reading Materials, *Recreational Reading, *Summer Programs, Volunteers, Young Children

Identifiers-*Texas Summer Reading Program

This handbook has been developed as an aid for librarians in planning summer 1980 reading programs on a sports theme for children from preschool through the elementary years. The program encourages children to visit the library, become familiar with its resources, and promote reading and enjoyment of books. The handbook is complemented by materials from the Texas State Library posters, reading logs, bookmarks, and certificates which provide project ideas related to the theme. The introductory sections are designed to acquaint the user with the general format of the reading program, setting goals appropriate to the audience's needs and characteristics, and developing scheduling, record keeping, volunteer support activity, and program structure. The major portion of the handbook comprises ideas and activities which may be incorporated into the reading program, as well as lists of books (with grade level) on individual sports. A short discussion on how to complete and evaluate the program, an evaluation form, a bibliography of nonfiction on sports, and a list of possible sources of free films conclude the handbook. (Author/RAA)

ED 188 658 JC 800 220

Houston, Charles A.

A Validation Study of Using the Cooperative English Expression Tests and High School English Grades to Place Community College English Students.

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Community Colleges, Cutting Scores, Educational Testing, *English Instruction, *Grades (Scholastic), High School Students, *Predictive Validity, Remedial Instruction, *Scores, *Student Placement, Two Year Colleges
Identifiers-*Cooperative English Expression Tests

A four-part study was undertaken at Virginia Western Community College to determine the effectiveness of using the Cooperative English Expression Tests (CEET) and/or high school English grades to place students in English 111 (Eng 111) or Developmental English 01 (Dev Eng 01). During Winter 1976, all students (N 110) enrolled in Dev Eng 01 were tested using the CEET to determine the tests' ability to predict student readiness for Eng 111. During Fall 1976, the relationships of CEET pre- and post-test scores were evaluated in Eng 111 and Dev Eng 01. During Fall 1978, a validated study compared Fall 1977 and 1978 passing rates in Eng 111 for specific score intervals on the CEET, and during Summer 1979, the relationship between high school English grades and CEET scores was determined based on a random sample of 220 students. Study results indicate that students scoring less than 41 on the CEET had less than a 40% chance of receiving a passing grade in Eng 111, whereas students scoring above 45 had a greater than 85% chance. A writing sample for students scoring in the 41-45 range was found to be effective in student placement. As 90% of the students achieving an A'' in English courses in their junior and senior years in high school scored above 45 on the CEET, it was recommended that these students be placed automatically in Eng 111. (AYC)

ED 188 715 JC 800 413

Eliason, N. Carol
Adult Part-Time Learners in the Eighties.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date- 80
Note-24p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *Adult Students, *Community Colleges, Delivery Systems, *Educational Needs, Financial Support, Organizational Change, Outcomes of Education, *Part Time Students, Student Characteristics, Student Financial Aid, Student Recruitment, Two Year Colleges

Numerous issues and questions related to the adult, part-time student are addressed in this research review, especially as they pertain to the community college. The paper begins by comparing the demographic characteristics of adult learners and non-learners and then points to several sub-populations which might be better served by the community college, for example, women, the aging, minorities, and blue collar workers. The next sections of the paper consider the educational needs and characteristics of adult learners and present ideas for recruiting and serving these individuals. Subsequent sections provide insight into the issues of: (1) the value of organizational structures, such as internal services, consortia, educational brokerage, and cooperative agreements; (2) the institutional changes needed to meet the needs of adult populations; (3) methods of delivery of services; (4) restructuring financial aid; (5) funding options and budgeting priorities; and (6) the benefits of continuing education for the adult learner. A 103-item bibliography is included. (AYC)

Report for Florida Community Colleges, 1977-78.
Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date-Feb 79
Note-122p.; Not available in paper copies due to the marginal reproducibility of the original document. Several tables in Appendix A have been deleted
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrators, Adult Education, Articulation (Education), College Faculty, College Role, *Community Colleges, Community Education, Developmental Studies Programs, *Educational Finance, *Educational Philosophy, Educational Policy, Enrollment, *Enrollment Trends, Expenditures, Financial Support, High School Equivalency Programs, Program Costs, State Aid, State Legislation, *Statewide Planning, Tables (Data), Teacher Salaries, Two Year Colleges, Vocational Education
Identifiers-*Florida

Focusing on the goals, organization, characteristics, and financial status of the Florida community colleges, this report attempts to answer the questions most frequently asked by legislators, state agencies, external agencies, citizens, administrators, faculty, and students. Introductory sections describe the Florida public community college system's history, commitment to providing comprehensive post-secondary education within commuting distance of all citizens, governance structure, and goals. Material on financial support, articulation, and legislative regulations pertaining to the establishment of occupational, adult, and community education programs is then presented. The bulk of the report consists of 22 data tables which review, among other items, Fall 1977 opening enrollment by class, program, and first-time, returning, or transfer status; annual full-time equivalent enrollment by term and discipline; annual headcount enrollment in occupational, developmental, and community service programs; dual enrollment and early admissions; semester hours attempted and earned; annual salaries for full-time instructional and non-instructional personnel; fringe benefits for faculty; revenues and receipts for current funds; educational and general expenditures; plant fund expenditures; and direct costs of instruction. A community college information classification structure and a glossary of terms are appended. (JP)

PS

ED 188 774 PS 011 545

Carter, Herman

Early Childhood Programs, Mental Health Services 1978-1979. Report No. 8054.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Mar 80
Note-18p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Early Childhood Education, *Mental Health Programs, Program Descriptions, Program Evaluation, *Psychological Services
Identifiers-Follow Through, Get Set Program, Pennsylvania (Philadelphia), Project Head Start

This 1978-1979 Mental Health Services report focuses on the types and quantities of mental health services provided to children in four Early Childhood Programs in Philadelphia: Get Set Day Care, Prekindergarten Head Start, Follow Through and Follow Through Expansion. Mental health services were provided by the Psychologists and Psychological assistants in Get Set Day Care, Mental Health specialists in Prekindergarten Head Start, and Mental Health Consultants in the Follow Through program. Data were obtained from a reporting form and from the contracted agencies' monthly or annual report(s) and invoice statements. Across the four programs, a total of 1419 children were seen by the mental health workers. Of these, 1149 (81%) received additional services. The most frequently identified impairments associated with program children were speech impairments, emotional problems, and developmental delays. Mental health workers provided direct services in the form of classroom observations, counseling or therapy sessions with children, and diagnostic treatment consultations with parents, staff and other program personnel. Services were most frequently provided, in order of frequency, to staff and other program personnel, children, and parents respectively. Indirect services consisted of conducting staff development sessions, making referrals and attending faculty or planning meetings. Across the four programs, the major emphasis in indirect services was on attending faculty or planning meetings. (Author)

ED 188 796 RC 011 450

Matute-Bianchi, Maria Eugenia

The Federal Mandate for Bilingual Education: Some Implications for Parent and Community Participation.

Pub Date-May 79
Note-45p.; Paper presented at the Ethnoperspectives Forum on Bilingual Education (Ypsilanti, MI, June 20, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *Bilingual Education, Community Cooperation, Community Involvement, Educational Policy, Equal Education, Federal Aid, *Federal Legislation, Government Role, *Government School Relationship, Hispanic Americans, *Mexican Americans, Multicultural Education, *Parent Participation, Parent School Relationship, *School Community Relationship, Second Language Programs, Spanish Speaking
Identifiers-*Bilingual Education Act 1968, Chicanos, Spanish (Second Language)

Despite the rhetoric as to its importance, this analysis concludes that there is no federal interest in promoting meaningful, substantive parent-community involvement in bilingual education. The absence of policy, data, theory, specifically worded governing rules and regulations, established models of involvement, training programs, or technical assistance to parent-community councils all support this position. An overview of the original Bilingual Education Act of 1968, dealing specifically with the ambiguity of the legislation, the influences of the War on Poverty and Civil Rights Movement on the concept of equal educational opportunity and bilingual education, the implications of the transition vs. maintenance controversy, and the effect of key court decisions favoring bilingual education as an effective remedy for limited-English-speaking children provide background for understanding the federal position. In addition to the objective factors that comprise a federal position and legislation, i.e., the 1974 Bilingual Education Act, the intricacies of the legislative process and bureaucratic operation must be taken into account. The interface between constituencies such as the federal bureaucracy, the local school professional and the community determines the specific form that any bilingual education program can or will take. (NEC)

ED 188 872 SE 031 011

Proceedings of the 1979 Meeting Pub Date-Nov 79
Note-201p.; Meeting held at Queen's University (Kingston, Ontario, June 1-5, 1979). Contains light and broken type. Best copy available.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Calculators, Educational Objectives, Elementary School Teachers, Elementary Secondary Education, *Inservice Teacher Education, Mathematical Applications, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, National Surveys, Problem Solving, Ratios (Mathematics), *Research

These proceedings contain: two lectures; reports from four working groups, four review groups, and three special groups; and a list of participants. Lecture I, by Joseph Agassi, was entitled On Mathematics Education: The Lakatosian Revolution.'' Lecture II, by Jack Easley, was entitled Alternative Research Metaphore and the Social Context of Mathematics.'' The four working groups, (1) Ratio and Proportion: Study of a Mathematical Concept, (2) Minicalculators and the Mathematics Curriculum, (3) Is There a Mathematical Method, and (4) Topics Suitable for Mathematics Courses for Elementary School Teachers, met at the same times during the meeting for a total of nine hours. The four review groups, (1) Research on Problem Solving, (2) Provincial Objectives for Mathematics Education, (3) Applications of Mathematics for High Schools, and (4) Inservice Courses for Elementary Teachers, were scheduled to meet for two and one-half hours each. Special groups, (1) Self-Education for Mathematics, (2) The Second International Mathematics Study, and (3) MEDIC - The UBC Mathematics Clinic, were ad hoc groups added to the program at the suggestion of the respective leaders. (MK)

A Guide for Improving Public School Practices in Human Rights.

Oklahoma Univ., Norman. Coll. of Education.; Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.; Phi Delta Kappa, Bloomington, Ind. Commission of Education, Human Rights, and Responsibilities.
Report No.-ISBN-0-87367-761-7
Pub Date-75
Note-115p.; Prepared with the cooperation of the National Council of Christians and Jews.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Responsibility, Audiovisual Aids, Case Studies, *Civil Liberties, *Curriculum Development, *Educational Improvement, Educational Practices, Educational Principles, Elementary Secondary Education, Equal Education, Evaluation Methods, Guides, Inservice Education, Language Arts, Multicultural Education, Resource Materials, Social Studies, *Student Rights, *Teacher Responsibility

The guide contains ideas, materials, and suggested practices for teachers and administrators in dealing with human rights issues. It is organized into six parts. Part I discusses the human rights concept, its importance in Western democratic society, its legal bases, racism, and school responsibility. Part II outlines the responsibilities of administrative leadership for appropriate human rights education. Topics include the role of state and educational organizations, and obstacles the school administrator must overcome. Part III deals with methods for increasing teacher competency in human rights. The chapter includes a model for workshops or study groups. Part IV presents material for the study of individual human rights, provides check lists for evaluating human rights behavior, and includes case studies. Part V deals with curriculum development. Topics include social studies and language arts improvement, the study of controversial issues, equality of the sexes in curriculum and services, and methods for evaluating the school in terms of multicultural education. Part VI focuses on student rights, the law, and student unrest. Appendices include charts for organizing in-house and district-wide participation in improving school practices in human rights, a student rights inventory, and a scale to determine the attitudes of teachers and school administrators toward human rights of students. An annotated bibliography lists materials relating to specific rights, guidelines, school codes, materials, and basic rights. Lists of audiovisual materials and contact sources are also provided. (Author/KC)

ED 188 489 FL 011 499

Trivelli, Remo J.

Gl'italiani del Rhode Island (The Italians of Rhode Island). Ethnic Heritage Studies Program of Rhode Island, Appendix D.

Rhode Island State Dept. of Education, Providence.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date- 75

Note-41p.; Extensive broken type. For related documents see FL 011 498-501.

Language-Italian

Pub Type- Historical Materials (060) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biographies, *Cultural Background, *Cultural Education, *Ethnic Studies, Higher Education, History, *Italian, *Italian Americans, Native Language Instruction, Newspapers, *Reading Materials, Secondary Education, Second Language Instruction

Identifiers-Rhode Island

A reader on Italians in Rhode Island, which provides ethnic material for Italian language courses at level three of high school or at third semester of college, is presented. Contents are as follows: a history of the Italians in Rhode Island; a profile of the lives of some of the prominent members of the Italian community; and an anthology of newspaper articles that appeared in the Echo'' between 1897 and 1975. While the emphasis is on the Italian Americans in Rhode Island, some of the articles treat the history of Italian Americans in general. Selections are accompanied by discussion questions and suggested learning activities. Questions to test the student's comprehension of newspaper articles are included. (SW)

Levy, Daniel C.
University and Government in Mexico: Autonomy in an Authoritarian System.
Pub Date-80
Note-173p.
Available from-Praeger Publishers, CBS Educational and Professional Publishing, 521 Fifth Ave., New York, NY 10017
Pub Type- Reports - Research (143) - Books (010)
Document Not Available from EDRS.
Descriptors-Academic Freedom, *Authoritarianism, Case Studies, *College Administration, Educational History, Educational Policy, Foreign Countries, Governance, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Political Influences, *Power Structure, Self Determination
Identifiers-*Mexico

The relationship between the authoritarian state and higher education in Mexico is examined in this case study. Focus is on the National Autonomous University of Mexico (UNAM) since it receives 40 percent of the federal budget for higher education, which makes it a prime example of autonomy within an authoritarian political system. Using three principle sources in the research written materials, statistical data, and interviews the study examines the meaning of autonomy and its relationship to regime control, offers a brief chronological history of the interrelationship of government and school, and discusses policy-making, autonomy, and reform. Subsequent chapters deal with appointive autonomy in relation to personnel and student access, academic autonomy in regard to academic policy and academic freedom, and campus autonomy. A chapter on financial autonomy examines areas such as distributive power, funding levels, criteria used to determine funding, and various implications of financial autonomy. The final chapter discusses autonomy and authoritarianism and offers a summary of the study, as well as a general overview of authoritarianism and institutional autonomy in Mexico. A bibliography and index are provided. This book received one of the two awards for outstanding work in 1977-1978 by the Association for the Study of Higher Education. It is appropriate for political scientists, Latin American scholars, and U.S. scholars, laymen, and students interested in understanding the delicate relation between the authoritarian state and institutional autonomy. (LC)

ED 188 594 IR 008 447

International Symposium on Technical Information and Its Users (Sofia, Bulgaria, June 15-17, 1977). Reports.

World Federation of Engineering Organizations, London (England). Committee on Engineering Information.

Pub Date-Jun 77

Note-128p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Data Bases, *Engineering, *Engineers, *Information Services, *Information Sources, Information Systems, Information Utilization, International Programs, Online Systems, Professional Associations, *Professional Training

Identifiers-*Scientific and Technical Information

This international collection of papers on the role of technical information in the engineering profession contains 18 discussions on the following: activities of the Committee on Engineering Information (CEI) of the World Federation of Engineering Organizations (WFEO); engineering information in the framework of UNESCO/UNISIST; industrial and technological information in UNIDO; the role of scientific/technical unions of Bulgaria in organizing active scientific and technical information for engineers; tasks of information activity in servicing engineers; information back-up of engineers' activities; user-oriented information services for engineers; information for decision-making by engineers; standards information for engineers; and the training of engineers and engineering students in the use of information services. A summary of the WFEO's symposium and a list of lecturers are included. (FM)

ED 188 617 IR 008 484

Flint, Carl Peters, Marybeth

The Six Basic Needs of Education vs. Public Law 94-533 Copyright Act of 1976.

Public Health Service (DHEW), Atlanta, Ga.

Pub Date-17 May 78

Note-37p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Copyrights, *Educational Needs, *Federal Legislation, *Information Dissemination, Information Needs, Laws, *Medical Education, *Reprography

Identifiers-Copyright Law 1976

Developed as a service for the Health Sciences Academic Community, this 5-part monograph explores the impact of the new copyright law PL 94-553 on the basic needs of education. Part one, in the form of an illustrated lecture, enumerates six basic needs of education the right to make copies, the doctrine of fair use, permission to duplicate copyrighted material, protection against infringement, future instructional requirements, and ready access to materials and discusses their relationships to the provisions of PL 94-553. Part two provides an in-depth response to the concerns of the educational community and defends the provisions of the new law in their application to these basic needs. Ten fictional case histories are recounted in part three to provide a basis for discussion of possible and probable problems, and conclusions are presented in part four. The monograph concludes with six general references on legislative enactment of the new law and its educational aspects. (RAA)

ED 188 697 JC 800 386

Affirmative Action: A Responsible Management Approach. A Conference Sponsored by Hagerstown Junior College in Cooperation with the Maryland State Board for Community Colleges (Hagerstown, Maryland, April 25, 1980).

Hagerstown Junior Coll., Md.; Maryland State Board for Community Colleges, Annapolis.

Pub Date-Apr 80

Note-28p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affirmative Action, Attitude Change, *Employed Women, Employer Attitudes, Employment Level, *Equal Opportunities (Jobs), Females, Salaries, Sex Bias, Sex Differences, *Sex Fairness, Sex Stereotypes

In April 1980, a conference dealing with sex equity issues and employment was co-sponsored by Hagerstown Junior College and the Maryland State Board of Education. The first keynote speaker was Marian Lang, who works with Black and Decker, Inc. facilities nationwide on the issues and problems of affirmative action. Her presentation began with a statistical review of the number of women in the workforce. She then examined the low earning profile of women compared to men, the historical and psychological reasons for this lag, the education needed by both men and women to correct this problem, and the steps management can take to review and improve sex equity within their own companies. The second keynote speaker was Fred Gross, Vice President for Personnel at American Health and Life Insurance Company. Mr. Gross examined the stereotype of the passive, dependent woman and discussed the need for managers to confront and dispel such attitudes among themselves. The conference report includes an agenda, outlines of both keynote presentations, and a summary of the discussions that occurred in group sessions, concerning women's commitment to the job, their methods of coping with insecurity, their views of business, the societal restraints which keep women from advancement, and the male cliques within management structures which hinder women's participation in decision-making. (JP)

ED 188 921 SE 031 430

Gaul, Dennis R. Kynell, Michael C.

Energy Conservation Workshop Curriculum, November 1978.

Illinois State Board of Education, Springfield.

Spons Agency-Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.

Pub Date-Nov 78

Note-98p.

Available from-Energy and Education Action Center, Office of Education, Reporters Building, Suite 514, 300 7th Street, S.W., Washington, DC 20202 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Class Activities, *Curriculum Development, *Decision Making, *Educational Planning, Elementary Secondary Education, *Energy, *Energy Conservation, Planning, Problem Solving, Science Education

Identifiers-*Energy Education

This teacher's guide contains energy education activities for the classroom. Activities are arranged by grade level (primary, intermediate, junior high, and high school). The book is designed so that pages may be easily removed for duplication. An introduction and usage instructions are provided along with a section of charts. (RE)

ED 188 986 SO 012 679

Kuntz, Patricia S.
Books About Africa for Children and Youth.
Wisconsin State Dept. of Public Instruction, Madison.

Pub Date-Nov 79
Note-108p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*African Culture, *African History, *African Literature, Area Studies, Citations (References), Developing Nations, Educational Objectives, Elementary Secondary Education, Folk Culture, Language Arts, Literature Reviews, *Regional Characteristics, Resource Materials, *Social Studies

This index presents references to 413 children's textbooks and tradebooks about Africa. All of the entries were published in the United States between 1970 and 1979. The main purpose of the index is to aid elementary and secondary social studies and language arts classroom teachers as they develop curriculum for African area study programs. Entries are cross referenced in eight indexes publications and/or places containing reviews, title, author, date, illustrator, reviewer, series, and subject. A wide variety of information is presented under these headings including translator, pagination, cost, grade level, date of review, ethnic groups studied, evaluation, major content, and biographical information about the author. The subject index lists 12 topics (animals, art, biographies, dance, ethnography, geography, history, language, literature, religion, music, and science) and 43 countries including Algeria, Egypt, Ghana, Gambia, Nigeria, Liberia, Senegal, Sierra Leone, Togo, Uganda, and Zaïre. In discussing the general assessment of each title, the author relates that some of the books are of poor quality but that they were included in the interest of providing a more comprehensive listing. (DB)

ED 188 428 FL 010 789

Setzler, Hubert H., Jr. And Others

A Communication/Language Objectives-Based System (C/LOBS) for Foreign Language Training. Method for Determining Language Objectives and Criteria, Volume I.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-160p.; For related documents, see FL 010 790-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Communicative Competence (Languages), Data Analysis, Data Collection, Educational Objectives, Higher Education, *Instructional Systems, Languages for Special Purposes, *Language Usage, Mandarin Chinese, Military Personnel, Occupational Information, Russian, *Second Language Instruction, *Skill Analysis, Spanish, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA

This report of recommendations describes in detail the system for determining communication/language objectives (C/LOBS) within an instructional systems development (ISD) framework. C/LOBS was developed to support the front-end analysis efforts of the Defense Language Institute Foreign Language Center and functions as a subsystem of the ISD approach currently in use in the TRADOC school system. The task assigned to this project, which is described in 13 volumes and an executive summary, was to develop a systematic set of procedures for determining terminal skill objectives (TSOs) and their supporting enabling objectives (EOs) for foreign language training. Five job/duty positions and three languages were selected for field testing and system validation. In this volume the C/LOBS is described in terms of its three phases: (1) the task analysis system, (2) the TSO conversion routine, and (3) the EO system. Each system phase is discussed in terms of the system components, the methodolgies employed during the three phases, and the tools required to carry out the C/LOBS. Examples of the outputs of each phase are provided in the individual sections. (SW)

ED 188 445 FL 010 969

Hassinger, Paula Allison

The Development and First Year of Implementation of the California Bilingual Education Act of 1976.

Pub Date-Apr 79

Note-91p.; M.A. Thesis, University of Southern California.

Pub Type- Reports - Evaluative (142) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Teachers, Compliance (Legal), *Educational Legislation, *Educational Testing, *English for Special Purposes, Language Tests, *Non English Speaking, *State Programs, State School District Relationship, Student Evaluation

Identifiers-*California

The first year of implementation of the California Bilingual Education Act of 1976 is documented and evaluated. The legislation is designed to provide bilingual education for limited-English-speaking and non-English-speaking students. It is concluded that the restrictive nature of the bill caused major delays in the first year of implementation and will make compliance with the law difficult in succeeding years. The validity of the San Diego Observation Assessment Instrument is in question because of its subjective scoring and lack of discrimination. An asset of the test is its availability in at least 22 languages. School districts found it difficult to recruit credentialed bilingual teachers holding the appropriate certificate of competency in the diverse languages needed. Among the recommendations are the following: (1) more time should be allowed between the collection of data about the Home Language Survey, student testing, local school implementation, and the reporting of this information to the State Department of Education; (2) there should be continuing efforts to improve the validity of the language assessment instruments and to improve the training of the personnel responsible for administering these tests; and (3) funds to assist experienced monolingual teachers to gain certificates of competency or bilingual crosscultural credentials should be made available. (SW)

ED 188 464 FL 011 420

Haendle, Connie

Organizational Management Handbook.

Literacy Volunteers, Inc., Syracuse, N.Y.

Pub Date-76

Note-108p.

Available from-Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210 ($4.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Organization, *Community Programs, *Leadership Training, *Literacy Education, *Program Administration, Program Design, *Program Implementation, *Voluntary Agencies

A handbook on the organizational structure and management practices of the Literacy Volunteers of America, Inc. (LVA), is presented. An outline of LVA's structure and policies is presented as basic training for leaders before they begin the planning and operational phases. The activity of starting an affiliate is described with respect to interim board recruitment and training, surveying the community, needs assessment, community resources and sponsors, subprograms, interagency relationships, and first-year goal setting. Initiating the program involves recruiting sponsors, recruiting key volunteers and tutors, the first workshop, and drawing up affiliate by-laws. Fund raising, communication activities, inservice training, accountability measures, and planning for the next year are covered. Requirements and qualities of leaders and managers and voluntarism in general are discussed. Appended materials include the following: bibliography, student-tutor flow charts, LVA organizational chart, excerpt on proposal writing, Maine brochure, and glossary. (SW)

ED 188 511 HE 012 717

The Touche Ross Survey of Business Executives on Non-Profit Boards. An Opinion Study Based on Interviews with 309 Business Executives.

Research and Forecasts, Inc., New York, N.Y.
Spons Agency-Touche Ross and Co., Washington, D.C.
Pub Date-Jul 79
Note-57p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Characteristics, *Administrators, Attitude Measures, Financial Support, Government Role, Higher Education, *Industry, Legal Responsibility, National Surveys, *Nonprofit Organizations, *Opinions, Peer Evaluation, Policy Formation, *Role Perception, Self Evaluation (Groups), Self Evaluation (Individuals), *Trustees

Three hundred eight business executives from boards of nonprofit educational, social service, or cultural organizations were surveyed for their opinions on their roles. It was found that a single overriding concern is the ever-increasing demand for commitment and accountability. This is reflected particularly in three issues: time, money, and government involvement. Active commitment requires more and more time, partly because of complexity of fiscal responsibility. Over 80 percent of those surveyed see a need for more government funding, but see increased regulation as a result. Ability to deal with government forms and bureaucracies is seen as a desired skill, but knowledge of government regulations and practices is not seen as a necessary board member skill. Other issues of concern include legal liability and greater sensitivity to the constituent communities served by the organization. Policy formation is seen as the primary board function. A secondary function is overseeing staff of the institution, and a third is recruitment of new board members, followed by fielding complaints and carrying on public relations efforts. Most of those surveyed feel boards are doing a good job, but criticisms are given of lack of commitment, poor organization, and role uncertainty among fellow members. Most also serve on corporate boards, are male, married, and college graduates. (MSE)

ED 188 550 HE 012 842

Jones, Susan Holtzer
Student Participation in Governance at UC Davis.
California Univ., Davis.
Pub Date-Oct 79
Note-31p.; Prepared through the Office of Student Affairs.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, *College Administration, *College Students, Decision Making, *Governance, Graduate Students, Higher Education, Institutional Research, Models, Research Projects, School Surveys, *Student Attitudes, *Student College Relationship, *Student Participation, Undergraduate Students
Identifiers-*University of California Davis

Survey results pertaining to the development of a campus plan for student participation for the University of California at Davis campus are presented. The data were derived from a two-part questionnaire, which is appended. Part one contains five questions designed to measure levels of student participation, and part two contains six open-ended questions designed to elicit information regarding procedures, values, and attitudes toward participation. Findings include the following: nearly all academic departments report student participation, while a large proportion of administrative units have no students involved in decision making; student participants are selected by their peers more often in academic departments than in administrative units; graduate students participate more in proportion to their numbers; graduate students participate far more in academic departments while undergraduates participate far more in administrative units; and communication was seen as the chief purpose and value of student participation. Two models of student participation are described, and a presidential statement of university policy on student participation in governance is included. (SW)

ED 188 571 HE 012 944

Toombs, William

Problems of Curriculum Design in Higher Education: A Discourse and Dialogue in Three Parts.

Pub Date-May 80
Note-27p.; Paper presented at a professional meeting (Caracas, Venezuela, May 1980). Contains some light print.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Education, *College Curriculum, *Curriculum Design, *Curriculum Development, Educational History, Educational Policy, Evaluation Methods, *Higher Education, Human Services, Needs Assessment, Program Administration, Systems Approach

The areas of educational programs, their design and operation, their intellectual base, and their philosophic presumptions are examined. Part One discusses the nature of academic programs in colleges and universities: influences, purposes, and priorities; and the concept of curriculum and its origins, definition, and design. It is proposed that curriculum be approached as a problem in design rather than theory. Part Two presents three fundamental paradigms in the design of academic programs: (1) the traditional-academic curricula; (2) the social interaction-human service curriculum; and (3) the applied knowledge-socialization curriculum. Part Three proposes a technical approach to curriculum analysis, with design as a basis for analysis and planning. A map'' for design is given, comprehending content, context, and form as basic elements. This overall approach is considered unusual in that it does not look at curriculum first from a philosophical position, and then practically. (MSE)

ED 188 678 JC 800 326

Financial Report of the County Colleges of the State of New Jersey for the Fiscal Year Ended June 30, 1979.

New Jersey State Dept. of Higher Education. Trenton. Office of Community Coll. Programs.
Pub Date- 79
Note-95p.; Prepared in collaboration with the Office of Budget and Fiscal Planning.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Capital Outlay (for Fixed Assets), *Community Colleges, County School Districts, *Educational Finance, Enrollment, Enrollment Trends, Expenditure Per Student, *Expenditures, Fees, *Financial Support, Full Time Equivalency, Local Government, Operating Expenses, School Support, State Aid, State Colleges, State Surveys, Trend Analysis, Tuition, Two Year Colleges
Identifiers-*New Jersey

Based on audited financial statements submitted by each of the colleges and on plant and capital data provided by the New Jersey Department of Higher Education Office of Facilities Planning and Construction, this report summarizes Fiscal Year 1979 financial data for the county colleges of New Jersey. The report first presents a composite profile of the college's revenues and expenditures, and then analyzes: (1) current revenue from state aid, county appropriations, tuition and fees, and miscellaneous sources; (2) enrollments and educational costs per full-time equivalent student; (3) educational and general expenditures; and (4) fixed assets and capital data. Next, 42 data tables are presented, summarizing sources of unrestricted revenue; changes in state, county, and tuition support since 1977; costs per full-time equivalent student; enrollment data; educational and general expenditures; plant operation and maintenance expenditures; fixed assets at cost; state appropriated plant funds; capital authorizations to date; and revenues and expenditures of each of the state's 18 colleges. The report is accompanied by a letter of transmittal from the Chancellor of the Department of Higher Education outlining significant trends in the data. (JP)

ED 188 716 JC 800 414

Analysis of Persistence After Six Semesters: Fall 1974, Fall 1975, Fall 1976 Entering Students.
Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No.-IRACC-9
Pub Date-Jul 80
Note-15p.; Table 3 has been deleted except for state totals. Pages 10-21 have been deleted due to irreproducibility
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, Age, College Graduates, *Community Colleges, Dropouts, Educational Background, Females, Full Time Students, Grade Point Average, Majors (Students), Males, Married Students, Part Time Students, Single Students, State Surveys, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students
Identifiers-*Hawaii, Stop Outs

Data from the seven Hawaii community colleges were examined to determine the persistence patterns of students entering the system in Fall 1974, Fall 1975, and Fall 1976 after six semesters. Students were classified as: (1) non-persisters, i.e., those who attended one semester only; (2) moderate persisters, i.e., those who attended two or more continuous semesters (but fewer than six); (3) stop-outs, i.e., those who attended two or more non-consecutive semesters; (4) extreme persisters, i.e., those who attended six successive semesters at the campus they entered; and (5) graduates, i.e., those who earned a certificate or associate degree. In addition, data were collected and analyzed on students' sex, entry age, marital status, high school background, entry status, educational objectives, program of study during last semester in attendance, full- or part-time status, average semester hours attempted, cumulative grade point average, and cumulative credit completion ratio. Summary findings demonstrate similar patterns of persistence among the three entry groups. Moderate persisters comprised approximately 40% of each group, followed by non-persisters (25%), graduates (14%), extreme persisters (10%), and stop-outs (9%). Data tables illustrate statewide data. (JP)

ED 188 814 RC 012 083

Keller, Rosanne

The Iron Dog: The Care and Keeping of a Sno-go.

Literacy Council of Alaska, Fairbanks.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-77

Note-28p.; For related documents, see RC 012 080-84.

Available from-Environmental Health Branch, Alaska Area Native Health Service, Box 7-741, Anchorage, AK 99501 (free to Native Americans)

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Alaska Natives, American Indians, Automation, Climate, *Driver Education, Elementary Secondary Education, Equipment Maintenance, Illustrations, Literacy Education, *Motor Vehicles, *Outdoor Education, Physical Environment, *Safety Education, *Thermal Environment, Transportation

Identifiers-*Alaska, *Snowmobiles, Survival Skills

Part of a series of home literacy readers with conversational text and sketches, this booklet addresses the Alaskan environment, where the snowmobile or sno-go has recently replaced the dogsled and mechanized land travel. Only with safe drivers is this Iron Dog'' one of man's best friends. The good sno-go driver stays off roads, plane runways, train tracks, and thin or cracked ice. Always mindful of safety procedures, a good driver does not panic when he has a frozen-throttle, rather he turns the engine off with kill button or key. When stuck in a drift, a good driver lifts and walks the running sno-go out. Competent drivers know the maintenance manual; carry tools, spark plugs, and drive belt; always start out with a full gas tank; are aware of their running time; and inform others of their trip timing and route. Safe practices for long trips require taking companions and packing gas, a rope, an ax, a knife, matches, clothes, a first aid kit, food, and a bedroll. Unsafe practices include loading too many people, jumping, tailgating, and wearing long scarves the Iron Dog'' can chew. Towbars, not ropes, should be used to pull sleds safely. When traveling in darkness, it is important to make sure lights and flashlight work. Lights increase visibility at slow speeds, in surprise fog, or in white-outs. Wearing goggles helps to make stumps, posts, and wires more visible when there is extreme brightness or glare. (SC)

ED 188 832 RC 012 102

Aitken, Donald And Others

Warm Springs Confederated Tribes: A Study of the Economic Impact on Jefferson County School District 509-J.

Jefferson County School District 509-J, Madras, Oreg.; Warm Springs Confederated Tribes, Oreg.

Pub Date-15 Jan 80

Note-57p.; Some pages may not reproduce due to small print size.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indian Education, American Indian Reservations, American Indians, *Community Cooperation, County School Districts, *Educational Finance, Education Service Centers, Elementary Secondary Education, Employment, Expenditures, *Federal Aid, Federal Legislation, Fund Raising, *Property Taxes, Public Schools, State Aid, Tribes

Identifiers-*Jefferson County School District OR, Oregon, *Warm Springs Confederated Tribes

The Jefferson County School District 509-J (Madras, Oregon), the Warm Springs Confederated Tribes, and selected community leaders cooperated in a 1979 study to determine the financial impact of the Warm Springs community on the district's budget and to provide reliable financial information for planning purposes. A task force gathered data dating from 1959 to the present and coinciding with the formation of joint educational responsibilities between the district and the Tribes. District revenue sources included property taxes, PL 81-874 funds, PL 81-815 construction funds, state and county funds, federal forest fees, federal support funds, and tax contributions from Portland General Electric for dam construction on Reservation land, an important economic factor for the area as a whole. Per pupil expenditures in 1977-78 were $1806.99, up 250% since 1967-68. While Indian students comprised 30% of the district school population, the tribal contributions were between 36%-46% of district educational expenses. In addition the tribes spent $350,000 in 1977 for education of their community members. Task force recommendations included: continuing joint educational planning and funding, especially as separate districts would raise district property taxes an average of 30%; developing a joint plan for funding construction; and developing an information dissemination plan. (SB)

ED 188 873 SE 031 012

Higginson, William

Language, Logic and Mathematics: Reflections on Aspects of Education and Research.

Pub Date-Dec 77
Note-38p.; Paper presented at a conference sponsored by the International Brain Research Organization on Language and Language Acquisition (University of Mons, Belgium, December 5-7, 1977).
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Development, Concept Formation, *Intellectual Development, Interdisciplinary Approach, Language, *Language Acquisition, *Language Research, *Logic, Mathematical Concepts, Mathematical Logic, *Mathematics, *Research
Identifiers-*Mathematics Education Research

Discussed are some issues and queries about research in language and language acquisition. In particular, the area of inquiry is the logic subjacent to communication. In question here are the foundations of communication. What, if anything, underlies language? The unorthodox position developed in this paper has ambitious assumptions and slim empirical foundation. Nevertheless, it has strong links with some classical intellectual theories. The general argument to be made runs roughly as follows: The human animal is, to a great extent, characterized by the mathetic capacity. This innate capacity, which is related to the primal abilities of classifying and rule-generating and following, is essentially mathematical in nature and underlies all cognitive activity including language. Relative to their own sets of assumptions, human beings tend to be logical or consistent beings. A rich and not well-developed area for understanding the nature of language and its acquisition, and intellectual growth in general, is the study of children in situations where their implicit sets of rules or assumptions become clear. The clarity, precision, and power of certain elementary mathematical structures make them ideal vehicles for the study of the mathetic capacity and its manifestations. (Author/MK)

ED 188 897 SE 031 205

CSMP Mathematics for the Upper Primary Grades, Part III, Student Materials: Worksheets; Which Road?; Festival of Problems 1, 2; Fishing for Numbers, Part III; Road Map; 20?; Rollerskating 37.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-286p.; For related documents, see SE 031 204-210 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and graphs which may not reproduce well.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, Algorithms, *Drills (Practice), Elementary Education, *Elementary School Mathematics, Geometric Concepts, *Grade 3, Mathematics Curriculum, Mathematics Instruction, Measurement, Multiplication, *Number Concepts, Subtraction, *Worksheets
Identifiers-*Comprehensive School Mathematics Program

These are some of the individual materials needed by students using the Comprehensive School Mathematics Program's Mathematics for the Upper Primary Grades, Part III. The book of Worksheets'' contains materials that are labeled with the same letter and number as the lessons with which they are to be used. The booklets Festival of Numbers,'' Fishing for Numbers,'' 20?,'' and Which Road'' provide practice with whole number operations as well as some work with geometric and measurement concepts. Road Map'' provides experience in working with maps. Rollerskating 37'' is a story-workbook which allows students to take a fanciful excursion in the world of numbers that actively involves the student in the acquisition of new mathematical insights. (Author/MK)

Friedman, Alan And Others

Planetarium Educator's Workshop Guide. International Planetarium Society Special Report No. 10.

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-SED-77-18387
Note-190p.
Available from-The Spaceshop, Strasenburgh Planetarium, P.O. Box 1480, Rochester, NY 14603 (no price quoted).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Astronomy, Biological Sciences, Earth Science, Elementary Secondary Education, *Inservice Education, Learning Modules, *Museums, *Planetariums, Problem Solving, Science Activities, Science Programs, Space Sciences, Teaching Methods, *Workshops

Presented is a workshop guide for planetarium educators. Seven modules and four appendices focus on organizational patterns, learning theories, questioning strategies, activities for the planetarium, and incorporating all of the above into teaching. The four appendices include a list of the 1978 workshop participants, an annotated bibliography for planetarium educators, program descriptions from the Holt Planetarium at the Lawrence Hall of Science, astronomy quizzes, and classroom activities. (SA)

Ryan, T. Antoinette, Ed.
Systems Research in Education.
South Carolina Univ., Columbia.
Pub Date-Dec 78
Note-131p.
Available from-Dr. T. A. Ryan, College of Criminal Justice, University of South Carolina, Columbia, SC 29208 ($2.00 per copy).
Pub Type- Opinion Papers (120) - Collected Works - General (020) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Computer Managed Instruction, *Educational Methods, *Educational Research, Educational Resources, *Educational Technology, *Instructional Systems, Management Systems, Research Methodology, *Systems Approach, Systems Development

This document is a compilation of eight papers which present the advantages of, and the need for, the systems approach in all areas of education. The first paper, an explication of the SIGGS theory model, explains set theory, information theory, and graph theory, and demonstrates their integration. Project PRIME, concerned with the mainstreaming of mildly mentally handicapped students, is used as an application of SIGGS to educational research in the second paper. The third describes the use of process models in an actual field training program in health professions education. The fourth considers a test of the validity of Atkinson's achievement theory. In the fifth paper, the effective use of instructional systems technology to meet the needs of individualized education is emphasized. The sixth paper describes management models, organizational models, and instructional models and their interrelationships, and the need for optimizing educational resources in Army schools by stressing planned change is presented in the seventh. The last paper discusses the cost effectiveness of computer managed instruction in the Navy. (RAA)

ED 188 659 JC 800 233

Gold, Ben K.

Academic Performance of LACC Transfers to California State University at Los Angeles, 1978-79. Research Study Number 80-3.

Los Angeles City Coll., Calif.

Pub Date-Mar 80

Note-18p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *College Transfer Students, *Community Colleges, Comparative Analysis, Departments, Dropout Rate, Enrollment Trends, *Grade Point Average, *State Universities, Student Attrition, Trend Analysis, Two Year Colleges

Grade reports supplied by California State University at Los Angeles (CSULA) for the 1978-79 academic year were used to assess the academic performance of the 503 Los Angeles City College (LACC) students who transferred to CSULA in Fall 1978, Winter 1979, Spring 1979, and Summer 1979. These data indicate that 23% of the transfer students failed to complete any work at CSULA during their first quarter; 57% of them withdrew without penalty. Of the 388 students who completed some work, 37% earned a B'' average or better, and 21% fell below the C'' level. Highest grade point averages (GPA's) were earned in Pan Afro studies, Music, Physical Education, and Spanish; lowest grades (below 2.25) were earned in Physics, Criminal Justice, Business, and Geography. While the average pre-transfer GPA for students (2.67) was the highest in 12 years, the average GPA earned by these students after transfer to CSULA (2.43) was the lowest for the 12-year period; the most significant decline was registered by students enrolled in the School of Letters and Science. A decline was also seen in the number of transfers who completed work the 1978-79 figure is less than half of that from 1969-70 and is a 30% decrease from 1977-78. Graphs and tables illustrating the academic performance of LACC transfer students at CSULA since 1968 are provided. (JP)

ED 188 754 PS 011 513

Smock, Charles D., Ed.
Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-OEG-0-8-522478-4617(287)
Note-179p.; For related documents, see ED 153 905 and PS 011 510-516.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Achievement, *Compensatory Education, Early Childhood Education, *Educational Improvement, *Low Income Groups, Program Evaluation, *Program Implementation, Teaching Experience
Identifiers-Cumulative Deficit, Mathemagenic Activities, *Project Follow Through, University of Georgia

This set of eight reports is a product of the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia Follow Through (FT) Program. Based on Piagetian theory, the MAP-FT projects are comprehensive education programs for children (K - 3) from low income families that are designed to continually challenge children to learn about the physical and social environments. Five of the reports are products of MAP evaluation efforts in Gulfport, Mississippi; Lee County, Virginia; Pickens County, Georgia; McCormick, South Carolina; and Pocatello, Idaho. One paper provides a perspective for MAP-FT evaluation. Another reports an experiment in compensatory education which is intended to contribute to FT evaluation. The eighth report is a study of the time required for teachers in MAP projects to effectively implement the model's classroom learning environment. Evaluation data indicate, to varying degrees, that the programs were effective in maintaining children's abilities and countering cumulative deficits in some areas of academic achievement. Results of the experiment in compensatory education indicate that the MAP model of FT was effective in non-verbal areas but not in verbal areas. The implementation study found that third and fourth years of program operation yielded higher average achievement scores than the second year. During the third year MAP-FT teachers reached a peak in fostering academic achievement. (RH)

ED 188 775 PS 011 550

Copeland, Anne P. Hammel, Robert

Subject Variables in Cognitive Self-Instructional Training.

Spons Agency-Kent State Univ., Ohio.

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, Attribution Theory, *Children, *Individual Characteristics, Learning Problems, Observation, *Problem Solving, *Psychoeducational Methods, *Self Control, Verbal Ability, *Verbal Learning

Identifiers-Benton Visual Retention Test, Frostig Developmental Test of Visual Perception, Matching Familiar Figures Test (Kagan), Peabody Picture Vocabulary Test, Porteus Maze Test, Wechsler Intelligence Scale for Children (Revised)

Cognitive self-instructional (CSI) programs have been successful in improving problem-solving skills in many, but not all, children. The importance of understanding the influence of subject characteristics in self-control studies, while often ignored in actual research, has been repeatedly advocated verbally. This paper presents a study designed to explore and confirm the relevance of subject characteristics such as language level, attribution of personal causality, and relationship with the therapist to CSI training outcome. In a treatment analogue study, 15 children received CSI training and 15 were in an attention control group. The children, aged 72 to 139 months, were from a non-clinical population attending a summer day camp. Each child participated in a subject measure assessment, pre- and post-training assessments, and two 20 minute training sessions. Training materials for both groups included tasks which varied in their similarity to the assessment measure. The CSI group improved more than the control group on Porteus Mazes; both groups improved over time on other measures. Cognitive maturity, personal attributions of causality, private speech, and therapist ratings were related for the CSI group to improvement on the Porteus Mazes but not the other measures. These same subject variables, especially the attribution measure, were related for the control group to all outcome measures. Prediction and detection of treatment versus practice effects are discussed. (Author/RH)

Church, Mary Josephine And Others

HIGH LONESOME: A School Community Survey of the Encino Rural Independent School District.

New Mexico State Dept. of Education, Santa Fe.; New Mexico Univ., Albuquerque. Bureau of Educational Planning and Development.
Spons Agency-Encino Rural Independent School District, N. Mex.
Pub Date-Jan 80
Note-103p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Declining Enrollment, Economic Development, Educational Facilities, Educational Improvement, Elementary Secondary Education, *Institutional Evaluation, Program Evaluation, Questionnaires, *Rural Areas, *Rural Schools, School Community Relationship, School District Spending, *Small Schools, Student Attitudes, Teacher Attitudes
Identifiers-*Encino Rural Independent School District NM, New Mexico (Encino County)

An assessment of school facilities and services and a survey of staff, student, and community attitudes was undertaken at the request of the Encino School Board to aid in educational planning and improvement for its small rural school which is faced with the problems of declining population (from 400 to 150 in the past 20 years), declining enrollment (66 students in grades K-12), and rising costs. The following recommendations are based on a comprehensive assessment of facilities, services, and educational costs: (1) add a part-time principal or intern in educational administration to assist the superintendent-principal; (2) develop a variety of inservice teacher training programs; (3) use the PLATO system to increase the number of courses available and further individualize instruction; and (4) finance capital outlays to reduce the building area and modernize classrooms. Survey results indicate that faculty, students, and community members are concerned with the quality of local education but have positive attitudes about their school and want it to remain in operation. In addition to specific educational improvements, the community of Encino might consider plans to counteract the pervasive effects of declining population. The development of tourist related business is one of several possible ways to bring new residents as well as income to the area. Appendices include the survey questionnaires and bibliography. (JH)

ED 188 850 RC 012 132

Carter, James D.

A Descriptive Study of the Ex-Campers Completing the Eckerd Wilderness Program Between March 1, 1968 and December 31, 1971.

University of West Florida, Pensacola. Educational Research and Development Center.
Spons Agency-Jack and Ruth Eckerd Foundation, Clearwater, Fla.
Pub Date-3 Oct 79
Note-144p.; For related documents, see RC 012 131 and RC 012 133.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Camping, Cooperative Planning, Correctional Rehabilitation, Crime, *Delinquent Rehabilitation, Elementary Secondary Education, Experiential Learning, Females, Followup Studies, Human Services, Interviews, Learning Activities, Males, *Mental Health Programs, *Outdoor Education, *Participant Satisfaction, Program Evaluation, Racial Differences, Rehabilitation Centers, *Resident Camp Programs, Sex Differences, Student Attitudes, Student Attrition, *Student Characteristics, Tables (Data)
Identifiers-*Eckerd Wilderness Camp, Florida

In an effort to assess program effectiveness, demographic data derived from institutional records on 161 emotionally troubled youth having participated in the Eckerd Wilderness Program were analyzed in terms of interview data derived from a sample of 27 males and 22 females enrolled in the Eckerd camps March 1, 1968-December 31, 1971. The static instrument yielded demographic data. Among results of interviews using the Eckerd Ex-Camper Interview Schedule were indications respondents felt: camp staff took a special interest in them; a desire to become a better person; trips, problem solving sessions, family conferences, pow-wows, cooking, and games were helpful activities and that they gained useful skills from all but pow-wows and games; the Eckerd program to be superior to other programs experienced; goal achievement was due to strictness of staff, safety of camp, and sharing of problems; the most valuable skills learned were controlling temper, ability to handle problems, talking problems out, and getting along with family; they would choose to return if in trouble; and they would refer a friend who was in difficulty. Follow-up data indicated after departure from camp: a majority received no assistance from camp personnel; 89% returned to school, averaging 2.8 years in school; 31.5% graduated; 72.3% in the first 6 months, 78.8% in the second 6 months, 70.2% in the second year, and 63.8% in the third year had no legal convictions; 78.6% were employed, 30% were married and 21% divorced. (JC)

ED 188 922 SE 031 431

Vincenti, John R., Comp.

Energy: Information, Insight, Issues, Impact, Investigation and Implications. A Study of Energy in the Social Sciences.

State College Area School District, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.

Pub Date-79

Note-134p.

Available from-Energy and Education Action Center, Office of Education, Reporters Building, Suite 514, 300 7th Street, S.W., Washington, DC 20202 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Class Activities, *Curriculum Development, *Decision Making, Energy, *Energy Conservation, Environment, *Environmental Education, Environmental Influences, Field Trips, Information Dissemination, Interdisciplinary Approach, Natural Resources, Science Education, Secondary Education, Social Sciences, Surveys

Identifiers-*Energy Education

This guide suggests approaches to energy education through a total environmentalistic'' approach which considers the numerous facets of energy issues. Nine segments comprise the guide including: (1) energy attitude survey; (2) energy activity worksheets; (3) energy conservation awareness checklist; (4) audio-visual examination of four energy-intensive states; (5) energy-related field trips; (6) energy-environment workshop; (7) energy audio-visual programs; (8) class project; and (9) a glossary of energy-related terms. (RE)

ED 188 987 SO 012 680

Dollar, Bruce
Youth Participation: A Concept Paper. RFY Reports.
National Commission on Resources for Youth, Inc., New York, N.Y.
Spons Agency-Office of Youth Development (DHEW), Washington, D.C.
Pub Date-31 Dec 75
Note-94p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, *Community Involvement, Educational Innovation, Evaluation Criteria, Nontraditional Education, Program Descriptions, Program Implementation, Secondary Education, *Social Action, *Social Isolation, *Student Alienation, Student Needs, *Student Participation, Youth Problems, *Youth Programs

The document establishes the need for a nationwide youth participation program and suggest strategies and problems in implementing such programs. Youth participation provides a means for young people to be released from their isolation from the rest of society by providing the opportunity for participation in socially productive activities. The volume is presented in two parts. Part I examines the adolescent predicament. Topics include the social context of youth, concepts of youth as not yet'' people, alienated youth and the alienating society, and adolescent needs. Part II, the major portion of the document, discusses youth participation at length. The first section provides criteria that may be used both in observing present programs and designing new ones, and distinguishes youth participation from other programs that benefit youth. The section concludes with an analysis of benefits of youth participation to youth, the community, the policy, and the school. The second section in Part II examines issues and concerns of program implementation. Topics include minority students, youth decision making, adult leadership, teacher training, voluntary adult participation, school credit, and the cost of youth participation. The appendix provides brief descriptions of 15 youth participation projects such as publishing community magazines, job counseling, day care work, physical therapy, tutoring, and documenting and restoring historical sites. Projects are based in public and alternative schools and in community-based agencies. (Author/KC)

ED 188 490 FL 011 500

Rhode Island State Dept. of Education, Providence.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date- 75
Note-103p.; For related documents, see FL 011 498-501.
Pub Type- Creative Works (030) - Translations (170) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Cultural Background, *Cultural Education, *Ethnic Studies, Higher Education, *Portuguese Americans, *Reading Materials, Secondary Education, *Short Stories, Translation
Identifiers-*Cape Verdeans, Rhode Island

A reader on the Cape Verdean and Portuguese experience in the United States is presented. The materials are designed for secondary school and college ethnic studies programs. The main body of the materials consists of four stories that have been translated and partially modified into English. Suggestions for discussion, individual projects, and supplementary work accompany each story. A partially annotated bibliography is included. Contributing authors/translators are as follows: J. Rodrigues Migueis/Gregory McNab, and H. Teixeira de Sousa/Gregory McNab. (SW)

ED 188 595 IR 008 449

Meyers, Judith K.
How to Run a Successful School Levy Campaign.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date-79
Note-11p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Finance, Financial Support, *Publicity, *Public Relations, *School Budget Elections, School Community Relationship

This document describes the public relations strategies employed by the Lakewood (Ohio) City School district to obtain voter support for a school levy. Various aspects of this successful campaign are described, including the formation of administrative committees to oversee campaign activities, steering and citizens' committees, the use of publicity, the development of an operating calendar, and finances associated with the campaign. (RAO)

ED 188 698 JC 800 388

Lavrakas, Lefteris
The Flexible Calendar Pilot Program at Saddleback College.
Pub Date- 80
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, *Community Colleges, Curriculum Development, Educational Planning, *Faculty Development, Inservice Teacher Education, Participant Satisfaction, Pilot Projects, Program Evaluation, *Released Time, *School Schedules, Teacher Attitudes, Teacher Developed Materials, Teacher Workshops, Travel, Two Year Colleges
Identifiers-Saddleback College CA

In response to faculty demands for time to update professional skills, the California Legislature inaugurated a Flexible Calendar Pilot Program allowing six community colleges including Saddleback College (SC) in Mission Viejo to utilize up to 15 days of non-instructional or released time on planning and professional development activities. Since the program's inception in 1976, SC faculty have engaged in a number of workshops, seminars, and individual activities aimed at updating courses, developing instructional materials, exploring alternative instructional methods, and broadening professional contacts. In addition, many faculty members have combined calendar'' time with vacation or travel time to supplement their research through visits to distant locations. These activities, conducted as a separate, highly visible program under the coordination of a staff development administrator, have strengthened the sense of professional autonomy among faculty members and have increased their role in making critical institutional decisions. While a statewide program evaluation indicated that most faculty members preferred to engage in individual professional development activities, over 80% of the faculty members accepted the program as a permanent part of the academic structure, and their participation has increased over time. Thus, the program has proven a powerful tool for individual and organizational growth. (JP)

ED 188 735 PS 010 961

Kesselman, Mark

Two Schools: Children, Social Stratification, and the Politics of Everyday Life. Final Report.

Columbia Univ., New York, N.Y. Dept. of Political Science.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Grant-NEG-00-3-0154
Note-137p.; Filmed from best available copy.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Comparative Analysis, Discipline, *Elementary School Students, *Political Attitudes, *Political Socialization, Sex Differences, *Social Differences, Student Alienation, *Student Attitudes, *Student Role, Student Teacher Relationship, Teacher Role
Identifiers-*Authority Figures

This research concerned political socialization in the early grades in two elementary schools with particular attention to differential socialization of middle and lower class children, and boys and girls. The research focused on authority patterns, teacher-pupil and pupil-pupil behavior streams and interaction, how teachers present the outside world and their own role definitions, and children's orientations to these issues. Taped interviews were conducted with 40 children in a lower class school and 60 children in a middle class school. Interviews dealt with perceptions of the teachers and students, classroom conflict and authority, and social issues. The study also examined some ways in which classroom activities socialize children to prevailing values of a society and its culture, how children experience the everyday political world of the classroom, when authority functions well and when conflicts occur, and how these factors are related to the child's evolving awareness and involvement in power relationships. (Author)

ED 188 968 SO 012 659

D'Aniello, Charles A.

Monograph Bibliography Building in History.

State Univ. of New York, Buffalo.

Pub Date-Jun 80

Note-23p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Annotated Bibliographies, Guides, *History, Information Needs, *Information Utilization, Library Instruction, Orientation Materials, *Reference Materials, *Use Studies

An outline of reference works on history is presented, with emphasis on those bibliographies which provide appropriate research tools and methodologies without restriction to a particular library. The guide is presented in six sections. Section I identifies guides to bibliographies and sources of bibliographies including standard historical bibliographies, complete and/or selective bibliographies, and evaluative and/or descriptive works. Section II suggests references which explain how to update and evaluate a bibliography by examining factors such as date of compilation, bias of author, and type of material missing from the compilation. Section III stresses the importance of special library catalogues. Section IV explains how to use bibliographies compiled by various national bibliographic systems to provide information on specific subjects. Sketches of national bibliography compilations of the United States, Great Britain, France, and Germany are presented. Section V recommends research handbooks which discuss the basic design and mechanics of card catalogues. The final section offers information on using Interlibrary Loan and the Center for Research Libraries. (DB)

ED 188 465 FL 011 422

Community Relations Handbook.

Literacy Volunteers, Inc., Syracuse, N.Y.

Pub Date-77

Note-45p.

Available from-Literacy Volunteers of America, Inc., 623 Midtown Plaza,
700 E. Water Street, Syracuse, NY 13210 ($2.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, *Advertising, *Communications, *Community Relations, Fund Raising, *Literacy Education, Newsletters, News Media, Photographs, *Publicity, Public Speaking, Recruitment, *Voluntary Agencies

A handbook for a community relations coordinator for Literacy Volunteers of America, Inc. is presented. An explanation of placement and advance planning is included. Information on flyers, posters, and newsletters; advance preparation of photographs, identifying them, and getting releases; and examples of news releases and steps in preparing them are included. Internal relations (keeping insiders informed and making visitors welcome) and letters written for citation for volunteers, fund raising, and volunteer recruitment are covered. Examples of public service radio/television spots, suggestions for speaker's kit, getting in touch with speakers' organizations, planning a year's schedule of special events, and dealing with visiting editors and program directors are discussed. (SW)

ED 188 531 HE 012 809

Byers, Ralph M. And Others

Virginia Higher Education. The 1980 General Assembly. A Summary of Legislation and Appropriations.

Virginia State Council of Higher Education, Richmond.
Pub Date-Apr 80
Note-18p.; Tables may not reproduce well due to small print
Available from-State Council of Higher Education, 700 Fidelity Bldg., 9th and Main Streets, Richmond, VA 23220.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accreditation (Institutions), Agricultural Education, *Educational Legislation, *Financial Support, Fuels, Health Education, *Higher Education, Learning Disabilities, Physical Education, Research Projects, Scholarships, State Government, *State Legislation, *Student Financial Aid, Taxes, Teacher Education, Tuition Grants, Vocational Education
Identifiers-*Virginia

Major state legislative actions affecting higher education in Virginia are summarized. Subjects of the bills include: tuition assistance grant and loan program, sales tax on textbooks, engineering study, National Guard tuition grants, the Freedom of Information Act, committees supervising faculty experiments, approval of institutions to operate in the state, alcohol fuels, student aid, programs for the learning disabled, reading instruction, vocational-technical education, teacher preparation programs, agriculture programs, health and physical education instruction, and an eminent scholars program. A brief analysis is given of higher education appropriations, and charts detail appropriations for operating expenses and capital outlay at all levels, in each institution, by program category (educational and general programs, financial aid, auxiliary enterprises). Trends in appropriation levels are also shown by chart. (MSE)

ED 188 551 HE 012 843

Bartlett, Steven J.
The Rationale for Self-Paced Learning.
Pub Date- 80

Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education, College Instruction, Higher Education, *Independent Study, *Pacing, *Student Educational Objectives, Student Evaluation, *Student Interests, *Student Motivation, Student Needs, *Time Factors (Learning)

The value of self-paced instruction is considered. It is suggested that academic education, as opposed to education outside the classroom, attempts to teach a student information and skills, yet a good portion of that information is forgotten. On the other hand, what a person is interested in and has learned independently may be retained better. In using self-paced instruction in the classroom, students are encouraged to make use of the resources offered by the teacher and to set their own tasks at their own pace. In a self-paced class, students are encouraged to decide which and how many tests they wish to pass, they are given a number of chances to gain mastery over the material covered by a single test, they are encouraged to select readings which relate to their interests, and they know in advance what evaluation corresponds to the goals they set for themselves. (SW)

ED 188 572 HE 012 945

Toombs, William

Interdisciplinarity in General Education: Problems in Curriculum Design.

Note-21p.; Paper presented at a meeting (Caracas, Venezuela May 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education, Case Studies, *Change Strategies, *College Curriculum, *Curriculum Design, Curriculum Development, Educational Experience, *General Education, *Higher Education, *Interdisciplinary Approach, Organization

In search of a method to increase the power of the educational experience for integrating student experience, many scholars have turned to the idea of interdisciplinarity. Apart from philosophical questions of values and epistemology there are operational problems of some significance. To meet them many advocates have proposed modifications in the organizational structure of colleges and universities. The thesis developed here is that modifications in the academic program, the curriculum, are more appropriate. In this way, it is proposed that most of the benefits can be obtained with minimal competition or confrontation in the organization. However, the design approach to curriculum modification is seen as essential. In this approach, curriculum is analyzed in terms of three main elements: content, context, and form. Examples are given of institutional efforts at curriculum change that have used one or more of the elements of the design approach. References are provided. (Author/MSE)

IR

ED 188 618 IR 008 485

Hjerppe, Roland
Towards a National Research Information Service for Tanzania.
Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.-TRITA-LIB-1086
Pub Date-Dec 79
Note-39p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Information Dissemination, Information Networks, *Information Services, *International Programs, *Planning, *Program Development, Scientific Research, *Technical Assistance
Identifiers-*Scientific and Technical Information, *Tanzania

This report documents initiatives taken to establish scientific and technical information services in Tanzania. The program has as a short term goal the establishment of a national information service for research by the Tanzania National Scientific Research Council with the cooperation and assistance of the Swedish Royal Institute of Technology Library. Long term goals envision the establishment and utilization of modern computer based methods. Specific proposals and their rationale are presented for implementation by TNSRC centering around the formation of the Tanzania Research Information Service to administer and plan information services. Roles and tasks for TANRIS include urgent and important tasks in the areas of planning, information collection and dissemination, access to documents and reproduction services, international contacts, education, services, and coordination. Frameworks are established to pinpoint essential activities required to implement the proposals for the establishment of TANRIS, to recruit and educate necessary personnel, and to establish budgetary activities. A brief chronology and background activities in East Africa and Tanzania related to the program and a list of 11 references are included, and two appendices outline the agreed upon tasks for the mission and visits to Tanzania and Kenya to gather materials. (RAA)

ED 188 948 SE 031 480

Klein, Alice Beilin, Harry

Young Children's Understanding of Addition and Subtraction: A Contextual Analysis.

Pub Date-Apr 80

Note-18p.; Paper presented at the Southeastern Conference on Human Development (Alexandria, VA, April 17-19, 1980).

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning, *Addition, Cognitive Development, Comprehension, *Concept Formation, *Early Childhood Education, *Fundamental Concepts, Mathematical Concepts, *Mathematics Education, Problem Solving, *Subtraction, Young Children

Identifiers-*Mathematics Education Research

This study sought to determine the basis for young children's understanding of fundamental addition and subtraction processes, and to expose any limitations on such arithmetic reasoning. Thirty-six two-year-olds and 36 three-year-olds participated in six experiments which examined children's relational quantity judgments about pairs of arrays in static and transformation conditions. There were two principal conclusions drawn from the investigation. First, the judgments of two-year-olds reflected chance responses on all problems, whereas three-year-olds' judgments indicated an understanding of the fundamental addition and subtraction processes studied. This difference in performance attests to a qualitative difference in the arithmetic knowledge of these two age groups. Second, although three-year-olds manifested an understanding of fundamental addition and subtraction, approximately half of these children based their reasoning exclusively on quantity transformation. Their failure to evaluate the outcome of the quantity transformation in making relational judgments about altered arrays reveals an important limitation on early arithmetic reasoning. (Author/MK).

ED 188 446 FL 010 986

Berryman, Sue E. And Others

Foreign Language And International Studies Specialists: The Marketplace and National Policy.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Report No.-Rand-R-2501-NEH

Pub Date-Sep 79

Contract-NEH-C-80

Note-261p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Business, Careers, *Employment Opportunities, Federal Government, Graduate Study, Higher Education, International Organizations, International Relations, *International Studies, *Labor Market, *Labor Needs, Needs Assessment, Nonprofit Organizations, *Public Policy, Research Opportunities, Second Language Instruction, *Second Languages, Specialists

Identifiers-Language Skilled People, Presidents Commission on Foreign Lang Intl Studies

A largely qualitative analysis of the supply and demand for foreign language and international specialists and of the use to which their skills are put in the private and public sectors was undertaken. The investigation was based on a review of the literature in the field and on more than 150 interviews with representatives of four main groups that affect supply and demand for specialists: (1) universities and other training institutions; (2) private business; (3) federal, state, and international agencies; and (4) foundations and other nonprofit organizations. The goal of the study was to provide a President's Commission on Foreign Language and International Studies with a description of the present and expected trends affecting training in these skills and the uses to which they are put with suggestions for future research, and with a discussion, without recommendations, of some of the main policy issues. An interview guide, a list of groups interviewed, a delineation of supply and demand variables used in the study, and a selected bibliography are appended. (SW)

ED 188 596 IR 008 450

Television and the Classroom: A Special Relationship. A Report on the CBS Television Reading Program. How It Works, How It Began, and How Teachers, Students, and Parents Feel about It.

Columbia Broadcasting System, Inc., New York, N.Y. Television Network.
Pub Date-79
Note-21p.
Available from-CBS Television and Reading Program, 51 West 52nd Street, New York, NY 10019 for individual sample copies of teacher's guides, scripts, and other materials and information about the program.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Television, Junior High School Students, *Reading Instruction, *Reading Materials, *Reading Programs, *Scripts, Secondary Education
Identifiers-Television Reading Program

This description of the CBS Television Reading Program includes a report on the results of a survey investigating the reactions of students, teachers, and parents to the program. Personal interviews were conducted in 97 schools selected from inner-city, urban fringe, and suburban locations in 11 metropolitan areas; subjects included 262 teachers, 921 students in three grade categories ranging from 7-12, and 95 parents. Responses from all three groups were favorable to the program, in which students read matched-to-broadcast scripts of specially selected CBS presentations in the classroom and refer to the scripts at home while watching the programs, often with their families. Their teachers use comprehensive Reading Enrichment Guides prepared by CBS educational consultants to stimulate class discussion and creative activities based on the script. The major benefit reported by teachers was that the program provided worthwhile reading materials that the students' interest in television motivated them to read. A majority of the students found the material more interesting than their usual reading assignments, and 98 percent wanted to participate again. Parents generally felt that using the scripts was beneficial to their child, and 96 percent wanted to continue the program. (RAO)

ED 188 815 RC 012 084

Keller, Rosanne

The Rivers Run Down to the Sea: Safety for Small Boats.

Literacy Council of Alaska, Fairbanks.
Pub Date-78
Note-27p.
Available from-Environmental Health Branch, Alaska Area Native Health Service, Box 7-741, Anchorage, AK 99501 (free to Native Americans)
Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accident Prevention, Adult Education, Alaska Natives, Alcoholic Beverages, American Indians, *Boat Operators, Drug Abuse, Elementary Secondary Education, Environmental Influences, Equipment, Fatigue (Biology), Illustrations, Literacy Education, Motor Vehicles, *Outdoor Education, *Physical Environment, Rural Population, *Safety Education, Swimming
Identifiers-*Alaska, *Boating, Fishing, Survival Skills

Part of a series of home literacy readers with conversational text and sketches, this booklet addresses water safety in the Alaskan summer environment. Alaskan villages are generally located near slough, creek, lake or ocean. At the end of winter, the ice floes go out, and where there was snow there is water. Summer activities include use of boats, gill nets, dip nets, fish wheels, fish knives, racks, smoke houses, etc. Most families have a small motor boat used for travel, hunting, recreation, and fishing. Children learn safe boating by example. Although the Arctic night is light, the fish are running, and Alaskans could stay busy all night, good safety procedures require a good night's sleep prior to boating. Boaters must be alert enough to face sandbars, logs, eddies, sweepers, and water so cold that in early summer a person can stay alive in this water only 15 to 20 minutes. Even swimmers with lifejackets can become over-chilled and die of hypothermia. Storms should be waited out and boats tied securely. Boats should have the correct motor size and low, even loads, including both packs and/or people. Boaters should always carry sufficient tools, fire extinguishers, lines, paddles, anchors, bailers, flashlights, first aid kits, and personal flotation devices for each passenger. Fingers and hair should be kept out of the kickers by engine cowling (non-heating covers). Boaters should recognize that fuel explosions and drug abuse while boating can be fatal. (SC)

ED 188 874 SE 031 015

Steenblik, Jan W., Ed.
Air & Space, Volume 3, Number 5, May-June 1980.
Smithsonian Institution, Washington, D.C. National Air And Space Museum.

Pub Date-80
Note-17p.; Photographs may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aerospace Education, Aerospace Industry, *Aircraft Pilots, Aviation Technology, *Elementary Secondary Education, Engineering, *Museums, Physical Sciences, Science Activities, Science Education, Scientific Research, *Space Exploration, Space Sciences
Identifiers-Parachutes

This issue is devoted to parachutes throughout man's involvement in flight. Student activities are described in which the construction of parachutes is encouraged. Women parachutists are highlighted. (SA)

ED 188 898

SE 031 206

CSMP Mathematics for the Upper Primary Grades, Teacher's Guide. A Supplement for Third Grade Entry Classes. Final Experimental Version.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-151p.; For related documents, see SE 031 204-210 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and activities which may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Elementary School Mathematics, *Grade 3, Mathematics Curriculum, Mathematics Instruction, Supplementary Reading Materials, *Teaching Guides, Textbooks
Identifiers-*Comprehensive School Mathematics Program

For classes using the Comprehensive School Mathematics Program (CSMP) for the first time in the third grade, the schedule of lessons is modified to include the nineteen introductory lessons described in this supplement. These lessons acquaint the students with the minicomputer, the languages of strings and arrows, and with negative numbers, thus providing the necessary background for lessons in the third-grade program. The notes to the teacher include: how to use the third-grade entry schedule, materials, and a note on the subtractional algorithm. (Author/MK)

Setzler, Hubert H., Jr. And Others
Methodological Tools: Computer Analysis, Data Collection Instruments. Method for Determining Language Objectives and Criteria, Volume II.
Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-166p.; Extensive small print. For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Communicative Competence (Languages), Computer Oriented Programs, *Data Analysis, Data Collection, Educational Objectives, Higher Education, *Instructional Systems, Language Role, Languages for Special Purposes, Language Usage, Mandarin Chinese, Military Personnel, Needs Assessment, Occupational Information, Questionnaires, Russian, *Second Language Instruction, *Skill Analysis, Spanish, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA

The methodologies employed in the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center, are examined. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. C/LOBS was designed to develop a systematic set of procedures for determining terminal skill objectives and their supporting enabling objectives for foreign language training. Five job/duty positions and three languages were selected for field testing and system validation. Part one of this volume presents the rationale and methods used in the statistical computer analysis of the language use data supplied by jobholders in a post-interview survey. It discusses calculation by hand and by computer, describes the circumstances in which each is most appropriate, and gives directions for each approach. Part two of the volume presents samples of the instruments used in the collection of data on language requirements of jobholders. (SW)

ED 188 491 FL 011 501

Chartier, Armand B.

A Selective and Thematic Checklist of Publications Relating to Franco-Americans. Ethnic Heritage Studies Program of Rhode Island, Appendices F and G.

Rhode Island State Dept. of Education, Providence.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-47p.; For related documents see FL 011 498-500.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, *Cultural Background, *Cultural Education, *Ethnic Studies, Secondary Education

Identifiers-*Franco Americans, Rhode Island

An annotated bibliography of publications relating to Franco-Americans is presented. The publication was designed for secondary school teachers of French or social studies who wish to know more about Franco Americans before initiating mini-courses on this ethnic group. Journal articles, books, and papers presented at professional meetings are included. Most of the items deal with the French in New England, but a few entries concern the French presence in other parts of the United States. In addition to reference works and bibliographies, the following topics are covered: culture, education, history, linguistics, poetry, prose fiction, mother-country materials, religion, and sociology. A partial listing of research projects completed at Rhode Island College and a brief list of periodicals are appended. (SW)

ED 188 512 HE 012 744

Hamlin, James And Others

Design and Development of a Curriculum for Higher Education Administration.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (University Park, PA, April 30 - May 1, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, *Administrator Role, Behavioral Objectives, Cognitive Objectives, *College Administration, College Planning, Competency Based Education, *Curriculum Design, Curriculum Development, Decision Making, Ethics, *Higher Education, Interpersonal Competence, Long Range Planning, Organizational Communication, Organizational Development, *Postsecondary Education As a Field of Study, Teamwork

It is proposed that the study of higher education must provide the student and future administrator with opportunities to explore both traditional and new administrative roles in management of institutions. A curriculum was designed with this purpose, using a systems approach to organizational structure and functions. Ten learning objectives, specific outcomes, and related knowledge and skills are outlined. The objectives cover these areas: (1) problem resolution and decision-making, (2) resource planning and allocation procedures, (3) evaluation of units within the institution, (4) long-range planning, (5) effective organizational communication, (6) analyzing long- and short-range impacts of decision-making, (7) ethical standards, (8) understanding human behavior and organizational climate, (9) task orientation, and (10) sensitivity and respect for colleagues. (MSE)

ED 188 641 IR 008 510

Wisconsin Library Trustee Reference Manual.

Opinion Research Corp., Princeton, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date-Jan 80
Note-255p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Administrative Policy, *Governing Boards, Guides, *Library Networks, Library Planning, Library Role, Library Standards, Policy Formation, *Public Libraries, *Reference Materials, *Trustees
Identifiers-*Wisconsin Library Trustee Association

This newly updated and revised expansion of the Wisconsin Library Trustee's Manual serves as a comprehensive resource and how-to guide for board members of public libraries that range in size and scope from small to large communities in both urban and rural areas. The manual includes basic information to which every Wisconsin library trustee should have easy access, as well as suggestions to help each trustee become an active and creative participant in designing the emerging leadership role of the public library and library systems in contemporary American life. Topics covered include meeting community needs, the trustee and the law, the ABC's of committees, board and staff relationships, library board policies, financial management, risk management, personnel management, library systems, and available resources and information. Each chapter is followed by a bibliography of reference works and source materials. A combined bibliography and glossary of commonly used library terms may also be found in the final chapter on resources. A subject index is provided, and the manual is printed in loose leaf format to permit easy addition and deletion of changes. (RAA)

ED 188 660 JC 800 237

Gleazer, Edmund J., Jr.
Community Colleges: The Decade Ahead.
Pub Date-1 Nov 79
Note-20p.; Paper presented to the Florida Association of Community Colleges (Miami, FL, November 1, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *College Role, *Community Colleges, Community Development, *Educational Objectives, Educational Responsibility, Futures (of Society), Institutional Characteristics, *School Responsibility, Two Year Colleges, Two Year College Students

The search for a mission for the community college of the 1980's must begin with an examination of what the institution is. The community college has proven itself to be adaptable, in that it has, since its inception, changed in response to new conditions and demands. It operates with a continuing awareness of the community it serves. It has a persisting relationship with the learner. It extends educational opportunity to those who are not served by other institutions. It serves a diversity of students with varying goals, needs, and characteristics. Finally, it is in a unique position to serve as a link between existing members of a community's learning system. A clear, precise, and specific statement of mission for an institution with such a wide field of responsibilities and capabilities can only be developed at the school level, where its establishment is essential and must be a ongoing process. At the national and state levels, a mission statement must be broad and general enough to deal with the diversity in the community college. Such a statement would be, the community college's mission is to encourage and facilitate lifelong learning, with the community as the process and the product.'' (AYC)

ED 188 679 JC 800 328

Clagett, Craig A.

An Evaluation of the Criminal Justice Curriculum, Fall 1979. Report No. 80-8.

Prince George's Community Coll., Largo, Md.
Pub Date-9 Jan 80
Note-22p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Graduates, *Community Colleges, Dropout Rate, Employer Attitudes, Employment Patterns, Employment Potential, Enrollment Trends, Legal Education, Participant Satisfaction, *Police Education, Program Costs, Program Evaluation, Student Characteristics, Two Year Colleges, Vocational Followup

The criminal justice curriculum at Prince George's Community College emphasizes a broad social science education, designed to prepare students for immediate employment in law enforcement or for transfer to a four-year program. Program enrollments and student credit hours showed a similar pattern of growth in the mid-1970's, followed by a recent decline. Program participants were taught by a staff of five full-time and eight part-time instructors. The criminal justice students were typical of the student body as a whole with regard to age, marital status, course load, and schedule, but Blacks, males, and continuing students were more highly represented in the criminal justice population than in the total student body. As a group, the criminal justice students had a higher course completion rate than the college average. The number of graduates in the program increased steadily from 24 in 1973 to 91 in 1979. So far, their unemployment rate has been low and the employment outlook is good for those with college training in law enforcement. Follow-up surveys have indicated that both program graduates and their employers are satisfied with the training that is provided. Information on program costs and suggestions for improving the criminal justice curriculum are included in the evaluative report. (AYC)

Parsons, Michael H., Ed.

Using Part-Time Faculty Effectively.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-400-78-0038

Note-115p.

Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($6.95)

Journal Cit-New Directions for Community Colleges; v8 n2 1980

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrative Problems, *Community Colleges, *Faculty Development, Financial Support, Legal Problems, Models, National Surveys, *Part Time Faculty, Program Costs, Program Descriptions, Small Colleges, *Staff Utilization, State Aid, State Programs, Teacher Participation, Teaching Methods, Two Year Colleges

In the first section of this collection of essays on part-time faculty development, Carol Eliason outlines the problems inherent in current staff development practices and a systems approach to their solution. Then, David Harris voices concerns and challenges from the college president's perspective. Richard Smith explains the benefits of participatory programs for developing the potential of part-time faculty. Jack Friedlander discusses two national surveys, revealing the differences in the instructional practices of full- and part-time faculty. The second section presents four models for part-time faculty development. Harmon Pierce and Rosemary Miller describe the program at a large urban institution, while Michael Parsons outlines the operation of a staff development program for smaller colleges. Richard Greenwood describes activities designed to integrate part-time faculty into college life. Edward Decker focuses on colleges with a predominantly part-time staff. In the third section, Joseph DeSantis advances a design for a state support system; Louis Albert and Rollin Watson address current legal issues; and Richard Beman recounts the rewards and frustrations of being a part-time instructor. Finally, Michael Parsons recommends specific actions to achieve parity for part-time faculty and Donna Sillman cites relevant documents from the ERIC junior colleges collection. (AYC)

ED 188 755 PS 011 514

Smock, Charles D., Ed.

Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of Psychology.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-OEG-0-8-522478-4617(287)

Note-191p.; For related documents, see ED 153 905 and PS 011 510-516.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Annotated Bibliographies, Early Childhood Education, Emotional Experience, Environmental Influences, *Infants, *Music, Music Education, Perception, *Preschool Children, *Research, Special Education

Identifiers-Mathemagenic Activities, Project Follow Through, University of Georgia

This bibliography of research related to early childhood musical development is a product of the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia Follow Through Program. Approximately 100 abstracts of research conducted between 1960 and 1977 are provided in one volume and a supplement. The abstracts, whenever possible, indicate purposes, procedures, results and conclusions of the studies. A synthesis of research findings from 1960 - 1973 is included. (RH)

ED 188 833 RC 012 103

Beuf, Ann H.

The Home of Whose Brave?: Problems Confronting Native Americans in Education.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-2 Apr 75

Note-28p.; Paper presented at the annual conference of the National Association for Women Deans, Administrators, and Counselors (Philadelphia, PA, April 2-5, 1975).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, American Indians, Boarding Schools, *Culture Conflict, *Educational Change, Educational Discrimination, Educationally Disadvantaged, Educational Needs, Elementary Secondary Education, *Ethnic Stereotypes, Higher Education, Poverty, Preschool Education, *Reservation American Indians, Social Discrimination, Teacher Attitudes, *Urban American Indians

Identifiers-*Native Americans

At all levels of education the Native American faces problems arising from cultural bias, poverty, and racial prejudice in white society. At the preschool level Native American children perform as well on measures of intelligence and ability as their white counterparts; but even then absenteeism, language and cultural differences, lack of relevant instructional materials, and problems of racial self-esteem begin to interfere with learning. For Native American children from reservation and urban settings alike, problems accumulate throughout their schooling; dropout rates soar during the high school years; few Native Americans attend college, and high dropout rates continue. Native American failures'' in the schools are not the fault of Native American students or their culture, but of the schools and the larger society. Needed changes in the schools include ridding the curriculum of racial stereotypes, discontinuing the use of culturally biased texts, training teachers of Native Americans in the culture of their students, employing more Native Americans at all levels in the schools, and encouraging the cooperative ethos of Native American culture. Needed changes in the society include economic assistance to insure Native Americans a decent standard of living, community control of education, and construction of local day schools to replace the boarding schools that separate young children from their families. (JH)

ED 188 923 SE 031 432

Youssef, Youssef Khalil, Ed.
Education in Egypt, 1979.
Ministry of Education, Cairo (United Arab Republic). Centre for Educational Documentation and Research.
Pub Date-79
Note-75p.; For related document, see SE 031 433. Contains occasional light and broken type.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Development, Educational Objectives, *Educational Policy, Educational Strategies, Educational Trends, *Elementary Secondary Education, *Higher Education, International Educational Exchange, *National Programs, *Program Descriptions, Science Education, Teacher Education
Identifiers-*Egypt

This publication of the National Center for Educational Research of Egypt describes the status of education in Egypt in 1979, with respect to administration, structure, the educational ladder including university education, as well as the quantitative side of education. It also briefly presents the historical background of Egyptian education, its past development, and the influence of prevailing circumstances. This publication consists of eight sections: (1) Historical Background; (2) Objectives of Education; (3) Educational Administration; (4) System of Education; (5) Post-secondary Education; (6) Teacher Education and Training; (7) New Trends in Education; and (8) Cultural Cooperation on the Arab and International Level. A preface by the Egyptian Deputy Minister of Education is also included. (HM)

ED 188 969 SO 012 660

Rayburn, Carole A.

Some Reflections of a Female Seminarian: Woman, Whither Goest Thou?

Pub Date-1 Sep 79

Note-8p.; Paper presented at the American Psychological Association Convention (New York, NY, September 1, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beliefs, *Church Related Colleges, Dogmatism, Educational Needs, *Females, Higher Education, *Hostility, Negative Attitudes, Protestants, Resentment, Sex Bias, *Sex Discrimination, Student Characteristics, *Theological Education

This paper examines the attitudes and behavior of male students and teachers toward female seminary students. The purpose is to determine the extent to which female students are accepted as being equal to male seminary students. Data are based on experiences of female students in two Protestant seminaries one in a cosmopolitan capital city and one in a small university town. Review of historical and current seminary enrollment figures reveals only a small minority of female students. For example, one seminary belonging to a traditional religion in which women are allowed to function as unordained but paid staff ministers has graduated thousands of male seminarians and only five female seminarians since 1950. Indications of bias against female seminarians include failure of professors to address female students, sexist reading material, narrow and sexist interpretations of Biblical precepts regarding women, attitudes among male seminarians that women should not be ministers, and failure of teachers and administrators to recommend qualified female seminary students for job interviews. Findings indicate that religious education has not kept pace with the secular world in providing necessary advances on behalf of women. The conclusion is that seminaries would improve their treatment of women if they offered equal opportunity for all graduates, employed non-sexist language, provided special counselors for women, and offered courses on the psychology of women. (DB)

Bibliography of Reading Materials for Basic Reading and English as a Second Language.

Literacy Volunteers, Inc., Syracuse, N.Y.
Spons Agency-Carrier Corp., Syracuse, N.Y.
Pub Date-77
Note-147p.
Available from-Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210 ($4.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, Annotated Bibliographies, Citizenship Education, Consumer Education, *English (Second Language), *Functional Reading, Health Education, Instructional Materials, *Literacy Education, *Reading Materials, Voluntary Agencies

This bibliography of adult and teenage reading materials was prepared primarily for use by literacy volunteers in member organizations of Literacy Volunteers of America, Inc. Literacy volunteers are trained to use in their tutoring materials that fill immediate needs of the students in their everyday living. Under each reading level reading materials are categorized as follows: consumer economics, community resources, government and law, health, and occupational knowledge. Reading levels, as determined by the READ Test (the testing device of Literacy Volunteers of America, Inc.) were used for categorizing books. The approximate corresponding reading grade levels are also indicated as a further guide for the tutor. Programmed materials, instructional aids, and series books are listed separately in most cases. Among the additional materials are the following: English as a Second Language periodicals, picture books for oral English, survival skills materials, readings in corrections, migrant readings, dictionaries for basic reading students, newspapers and magazines, mathematics materials, spelling materials, and poetry. An alphabetical listing of books and a directory of publishers are included. (SW)

ED 188 552 HE 012 900

Hobish, Toby T.

Psychological Predictors of Attrition in Doctoral Study: The ABD Phenomenon.

Pub Date-Sep 79

Note-27p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Persistence, *Doctoral Degrees, Doctoral Dissertations, Females, *Graduate Students, Higher Education, Males, Personality Traits, *Sex Differences, Sex Role, Socialization, *Student Attrition, *Student Motivation

Identifiers-*Doctoral Candidates, Independence, Masculinity

The hypotheses for the study were that: (1) there is a significant overall relationship between three variables (independence, level of masculinity, and level of socialization) in combination and two independent variables (sex and degree status) that is different for successful degree candidates (SDC) and all-but-dissertation (ABD) students; (2) SDCs would score higher than ABDs on achievement via independence; and (3) SDCs would score higher on achievement via level of masculinity, regardless of sex. It was also expected that males would score higher than females on these scales due to sex-role socialization processes. The first and third hypotheses were borne out. The second was largely borne out, except that females scored higher than males, especially in the SDC group. The assumption about sex-role socialization was also supported, although it did not distinguish between female SDCs and ABDs. It is concluded that the investigation of such task-specific personality variables is a viable frame of inquiry for explaining differential levels of achievement in doctoral study. While the personality variables functioned well in distinguishing between SDCs and ABDs regardless of sex and between male and female SDCs, they did not operate effectively in distinguishing male and female ABDs; it is felt that other personality variables may be the reason. It is theorized that the dissertation process may be a more complicated psychological experience for females than males. (MSE)

ED 188 573 IR 008 189

Spangler, Kathleen And Others

Interactive Monitoring of Computer-Based Group Communication. Paper P-71.

Institute for the Future, Menlo Park, Calif.

Spons Agency-National Science Foundation, Washington, D.C. Div. of Mathematical and Computer Science.

Pub Date-Dec 78

Grant-MCS77-01424

Note-14p.; Paper submitted to the National Computer Conference: Social Implications of Computerized Conferencing (New York, NY, June 4-7, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computers, Electronic Equipment, *Feedback, *Information Networks, Information Processing, *Online Systems, *Teleconferencing, Telephone Communications Systems

Identifiers-*HUB System

The interactive monitoring of group communication through computers is a procedure analogous to biofeedback, and small group communication computer programs have been developed with monitoring software that has been used to evaluate the impact of the medium on group communication. There is presently no technical reason that such information could not be made available to users of computer conferencing. An interactive monitor would allow the group to spot possible communication barriers and then determine proper interventions to reduce the barriers, thus providing an evaluation and alteration mechanism. A 4-part system known as HUB is being developed that includes a computer conferencing facility, a graphic communication facility, a program workspace, and a document workspace. It monitors variables in several categories: group processes; individual communication styles; and task performance. Data display, a complex and challenging task, is currently under development. The system is expected to (1) develop roles for a group facilitator; (2) encourage experimentation with group structures; and (3) provide evaluation of group and individual performance. Current planning calls for field tests of HUB and its monitoring subsystem over the next two years. (RAA)

ED 188 699 JC 800 389

Baker, John

Attrition/Retention Study: Fall Quarter 1979.

Ohlone Coll., Fremont, Calif.
Pub Date-Jun 80
Note-61p.; Appendices IV through XII were deleted due to irreproducibility. Best copy available.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Colleges, Day Students, Dropout Characteristics, Dropout Prevention, Ethnic Groups, Evening Students, Females, Males, Part Time Students, Questionnaires, *School Holding Power, Student Attitudes, *Student Attrition, Student Educational Objectives, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

In response to declines in enrollment and average daily attendance since 1975, Ohlone College conducted a study of student attrition which involved: (1) a telephone survey of the 2,593 students who enrolled in Fall 1979 and dropped out or withdrew from classes before the end of the quarter; (2) a mailed survey of the 15 members of the California Community and Junior College Research and Development Commission soliciting suggestions for lowering student attrition; and (3) a follow-up survey of 50 students who had participated in the initial survey asking them to evaluate the interview process. Specifically, the study sought to assess the demographic make-up of the students who withdrew, to determine their reasons for leaving, and to identify possible ways of increasing retention. Major findings of the telephone survey, based on a 46% response rate, reveal that most dropouts were white, female, high school graduates attending selected courses in the evening on a part-time basis. Conflict between work and study was the most common reason for leaving, however, 20% of the respondents indicated that they had achieved their educational goals. The study report presents a review of the literature on student attrition, summarizes the responses from each of the three participant groups, and presents recommendations for addressing the attrition problem. (JP)

ED 188 736 PS 011 255

Brown, Rexel E., Ed.

Children's Reading Strategies.

Evansville Univ., Ind. School of Education.

Pub Date-80

Note-69p.

Journal Cit-Journal of Children and Youth; Win 1979

Pub Type- Reports - Research (143) - Journal Articles (080)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Beginning Reading, *Children, Cognitive Measurement, Disadvantaged Youth, Emotional Response, Psychological Needs, Reading Comprehension, *Reading Instruction, *Reading Processes, Teacher Education

This issue of the Journal of Children and Youth'' focuses on children's strategies for decoding and comprehending written language and teacher's strategies for facilitating this process. The issue includes eleven papers by members of the Indiana Reading Professors division of the Indiana State Reading Council and several invited guests. Peggy Ransom and Timothy Krenzke examine the influence of parents on the affective domain of children an area receiving renewed emphasis in the last five years. Vanita Gibbs discusses children's needs as they enter the formal reading program. Ruth Holland focuses on comprehension strategies at the word level. Lynn and Lawrence Smith investigate the effect of using advance organizers on children's comprehension strategies. William Powell gives insight into measuring specific strategies through the informal reading inventory. Donna Norton studies the effect of specific reading programs on strategies and Rexel Brown discusses a parallel study that investigated the effects of teacher pupil theoretical orientation. Adjustments in the informal reading inventory are discussed by Brown in a second article which also includes an investigation of changing teachers' grading philosophies. John Davis investigates teachers' ability to use the decoding skills they will teach. Finally, Michael Tulley looks to reading strategies of the future. In addition, the issue includes an article by Glenn Pate, not related to the theme, which is titled Guarantying Understanding Between Teachers and Students. (Author/SS)

ED 188 776 PS 011 552

Heinz, Rebecca S.
Practical Methods of Parent Involvement.
Pub Date-Nov 79
Note-14p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Early Childhood Education, *Family School Relationship, *Parent Participation, Workshops

This paper reviews literature focusing on the effects of parent involvement in early childhood education. Background material for teacher workshops is included. (RH)

ED 188 798 RC 012 037

Parks, Gail Armstrong

Rural Minority Education and the Rural Education Movement'': Where Do They Stand?

Pub Date-Apr 80
Note-15p.; Paper presented at the annual American Education Research Association meeting (Boston, MA, April 7-11, 1980).
Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correlation, Differences, Disadvantaged, *Educational Policy, Educational Research, Employment, Equalization Aid, Federal Government, Government Role, Information Dissemination, *Minority Groups, Needs Assessment, Regional Characteristics, Rural Development, *Rural Education, *Rural Youth, Teacher Education
Identifiers-*Priorities, *Rural Education Movement

Despite the current attention directed at rural education, rural minority youth may be in some danger of becoming invisible. A lack of specific and detailed knowledge of minority conditions and potential opportunities at regional, sub-regional, state, and local levels has inhibited the development of sound programs and policies for the redress of educational and other social ills of rural minority youth. While nationally comprising only 11% of the total rural youth under 25 years of age in 1970, minority populations were very substantial in certain geographic areas. In the South, 21% of rural youth were Black; and in the West, 12 1/2% were Hispanic and 5% were American Indian. Rural educators and rural education researchers should begin to focus attention on rural minorities and encourage minority participation in such endeavors. National policies should take into account the special rural conditions of: an undifferentiated economic structure, a limited number of institutions, a small or sparse population, and the fact of rural isolation. Incentives should be provided to encourage rural private-public sector collaboration. Intensive field experience in isolated rural schools should be provided by teacher education programs. Funding must be provided to disseminate information to rural communities. (NEC)

ED 188 851 RC 012 133

Carter, James D.

A Descriptive Study of the Ex-Campers Completing the Eckerd Wilderness Program Between January 1, 1972 and December 31, 1975.

University of West Florida, Pensacola. Educational Research and Development Center.

Spons Agency-Jack and Ruth Eckerd Foundation, Clearwater, Fla.

Pub Date-19 Oct 79

Note-149p.; For related documents, see RC 012 131-132.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Achievement, Camping, Cooperative Planning, Correctional Rehabilitation, Crime, *Delinquent Rehabilitation, Elementary Secondary Education, Experiential Learning, Females, Followup Studies, Human Services, Interviews, Learning Activities, Males, *Mental Health Programs, *Outdoor Education, *Participant Satisfaction, *Program Evaluation, Racial Differences, Rehabilitation Centers, *Resident Camp Programs, Sex Differences, Student Attitudes, Student Attrition, *Student Characteristics, Tables (Data)

Identifiers-*Eckerd Wilderness Camp, Florida

In an effort to assess program effectiveness, demographic data derived from institutional records on 335 emotionally troubled youth who had participated in the Eckerd Wilderness Program were analyzed in terms of interview data derived from a random sample (32 males and 32 females) of youth enrolled in the Eckerd camps March 1, 1968- December 31, 1971. The static instrument yielded data on age and school grade at entry, sex differences, race, referring agency, family, number of convictions prior to camp entry, etc. Results of the interview indicated ex-campers felt: camp staff took a special interest in them; a desire to become better persons; trips, problem solving sessions, family conferences, and pow-wows were helpful while in camp; the Eckerd program was superior to other program experiences; failure to achieve personal goals was due to their own actions while achievement of goals was due to camp atmosphere; the most valuable skills learned were controlling temper, handling problems, talking out problems, and getting along with family; they would want to return to camp if in trouble again and would refer friends. Post-camp statistics on the ex-campers indicated: 37% received no assistance from camp personnel; 94% returned to school, averaging 1.6 years in school after release (21.6% graduated); during the first, second, and third years after release, 68.8%, 65.6%, and 68.8% respectively, had no legal convictions; 78% were currently employed, 17.2% married, and 12.6% divorced. (JC)

ED 188 899 SE 031 207

Heidema, Clare And Others

CSMP Mathematics for the Upper Primary Grades, Part IV, Teacher's Guide: General Introduction, The World of Numbers, The Languages of Strings and Arrows, Geometry and Measurement, Workbooks. Final Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-818p.; For related documents, see SE 031 204-210 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and activities which may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, Algorithms, Diagrams, Elementary Education, Elementary School Mathematics, Geometric Concepts, Grade 3, *Lesson Plans, Manipulative Materials, *Mathematics Curriculum, *Mathematics Instruction, Measurement, Multiplication, *Number Concepts, Number Systems, Subtraction, *Teaching Methods, Worksheets
Identifiers-*Comprehensive School Mathematics Program

This two-volume teacher's guide is to be used with a second-semester, third-grade mathematics program. The program is in large part the outgrowth of involvement with children and was influenced by information gathered in an extended pilot project conducted nationwide during 1975-79. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer''). This two-volume set contains five sections: (1) General Introduction; (2) World of Whole Numbers; (3) Languages of Strings and Arrows; (4) Geometry and Measurement; and (5) Workbooks. Each section has its own table of contents. A series of lesson plans include capsule lesson summaries, lists of materials needed for both teacher and student, and lesson descriptions which suggest possible classroom dialogue and indicate the use of worksheets and manipulative materials. (Author/MK)

ED 188 988 SO 012 683

Galtung, Johan

The North/South Debate: Technology, Basic Human Needs and the New International Economic Order. Working Paper Number Twelve. 1980.

Institute for World Order, New York, N.Y.
Pub Date-80
Note-55p.
Available from-Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($1.50).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Developed Nations, Developing Nations, Economic Climate, Economic Development, *Environment, *Global Approach, Human Dignity, Humanization, *Individual Needs, International Programs, Needs Assessment, *Social Change, Technical Assistance, *Technological Advancement, Values

This document contains two articles by Johan Galtung presented as papers at an international conference on the relationship of technology to the environment and human needs. The monograph is part of a series intended to stimulate research, education, dialogue, and political action toward a just world order. The first paper, Towards a New International Technological Order,'' focuses on the negative consequences of western technology for the culture and social structure of developing nations. A major problem is that western technology carries with it a code of economic, social, cultural, and cognitive structures which are often not easily integrated into non-western nations. The second paper, The New International Economic Order and the Basic Needs Approach,'' explores the political conflicts and compatibilities between the theory of the New International Economic Order (based on improving trade between developing and developed nations) and the Basic Needs approach (based on the fulfillment of basic needs at the individual level). The article concludes with the recommendation that people responsible for foreign policy in developing and developed nations and in international organizations should seek to combine elements of the two theories so that true human and social development take precedence over political objectives. (DB)

Williams, Martha E.
User Feedback Influence on Online System Operators.
Pub Date-Apr 78
Note-19p.; Paper presented at the EURIM 3 Conference (Munich, Germany, April 11-13, 1978).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change, Change Agents, Data Bases, *Feedback, *Information Retrieval, *Information Systems, *Online Systems, Program Improvement
Identifiers-*Data Base Vendors, *User Needs

The users of online retrieval systems can and should provide feedback to the system operators or vendors to influence them to make changes and further improvements, or to reinforce operator's decisions to make changes in the systems. All members of the database chain database producers, processors, search service brokers, searchers, and end users can influence those above them in the chain. This paper discusses areas in which influence can be exerted, such as (1) services provided, (2) databases offered, (3) system features and characteristics, (4) service policies, and (5) pricing and payment. It delineates forums, routes, and methods for providing feedback; describes factors considered by vendors prior to implementing changes; and provides a discussion of changes that have been implemented by U.S. vendors on the basis of suggestions provided by users. Changes implemented by the National Library of Medicine (NLM), Bibliographic Retrieval Services (BRS), Lockheed Information Service (LIS), and System Development Corporation (SDC), are cited. (Author/RAA)

ED 188 875 SE 031 017

Energy in the Ecosystem. A Curriculum Guide for Elementary and Secondary Teachers.

New Jersey State Dept. of Environmental Protection, Trenton.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date- 80

Grant-G007701233

Note-14p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ecology, *Elementary Education, *Energy, *Environmental Education, Food, *Natural Resources, *Secondary Education, Wildlife Management

This curriculum guide deals with natural resource management in a way that includes man as user and manager of these resources. The role of energy in the ecosystem is explained and examined. Learning activities are included for both elementary and secondary students. The text also includes material for class discussion, recommended films, and references. (SB)

ED 188 949 SE 031 481

Chappelet, Jean Loup

Metric Education and the Metrics Debate: A Perspective.

Pub Date-May 80
Note-13p.; Paper presented at the Annual Conference of the American National Metric Council (6th, San Francisco, CA, May 11-14, 1980).
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Debate, Educational Change, *Educational Trends, Elementary Secondary Education, *Mathematics Education, Measurement, *Metric System, *Public Opinion, Public Support, Standards

A short history of the use of the metric system is given. The role of education in metrication is discussed. The metric activities of three groups of metrics advocates, the business community, private groups, and government agencies, are described. Arguments advanced by metric opponents are also included. The author compares the metric debate with the new math'' and textbook controversies, and indicates that educators will have to deal with the metric issue in the coming decade. (MK)

ED 188 532 HE 012 816

Foster, S. F., Comp.

Bibliography on College and University Teaching Improvement and Evaluation. Report Number 3.

British Columbia Univ., Vancouver.
Pub Date-Apr 79
Note-13p.
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citations (References), *College Faculty, *College Instruction, Competency Based Education, Higher Education, Literature Reviews, Performance, Professional Development, *Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement

Selected references are compiled in a short bibliography on college and university teaching improvement and evaluation. Material is classified under the following headings: instructional objectives; analysis of performance of teaching acts; instructional techniques; teaching research and development; learning, curriculum and instruction; student development, study skills, unrest; and evaluation of learning and instruction. Those references which appear in the collection of the Center for the Improvement of Teaching (CITE) are marked with an asterisk; other references are widely available in university libraries. A basic text that covers or touches on each category of the bibliography is singled out: Teaching Tips: A Guidebook For The Beginning College Teacher,'' by W. J. McKeachie. A partial list of journals that report results of research and development (including book reviews) on teaching, learning, and evaluation of instruction is also included. None of the references is accompanied by an abstract or an index of terms. (DC)

ED 188 597 IR 008 451

McAleese, Ray

Technology, Higher Education, and the Demand for Technological Artefacts to the Year 2001.

Pub Date-79

Note-34p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Technology, Foreign Countries, *Futures (of Society), *Higher Education, *Technological Advancement

Identifiers-*Australia

This report analyzes the impact that technology has made on higher education in Australia, estimates the likely demand for technology by higher education in the future, raises a number of issues that derive from the impact that technology is having on society as well as on higher education, and makes recommendations on setting up bodies charged with the critical scrutiny of such impact. In this context, the present state of the art is examined and assumptions are developed that will determine the demand for technology. Diagrams depicting those factors influencing the impact of technology, the demand for it, and the prognosis for its use in future educational ventures under an open educational philosophy are included. (Author/RAO)

Grimm, Emily And Others

Report of Subcommittee 2 on AACR2 of the Committee to Study the Future of the Card Catalog of the University of Cincinnati Library.

Cincinnati Univ., Ohio. Univ. Libraries.
Pub Date-Dec 79

Note-112p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Libraries, *Cataloging, Classification, Higher Education, *Library Catalogs, Library Materials, Library Technical Processes, Problems
Identifiers-*Anglo American Cataloging Rules

The result of a study which compared the Anglo-American Cataloging Rules, 2d edition (AACR2), with current cataloging practices at the University of Cincinnati libraries, this report contains chapter-by-chapter commentary on the following areas: the cataloging philosophy of AACR2; general rules for description; books, pamphlets, and printed sheets; cartographic materials; manuscripts, including manuscript collections; music; sound recordings; motion pictures and videorecordings; graphic materials; machine-readable data files; 3-dimensional artifacts and realia; microforms; serials; analysis of bibliographic materials; headings, uniform titles, and references; choice of access points; headings for persons; geographic names; headings for corporate bodies; uniform titles; references; and appendices. Examples of bibliographic records are provided, and the appendix includes a guide to microforms. (FM)

JC

ED 188 777 PS 011 553

Frank, Mary, Ed.

Children in Contemporary Society. Theme: Moral Education for Young Children.

Pittsburgh Association for the Education of Young Children, Pa.
Pub Date-Mar 80
Note-44p.
Available from-Children in Contemporary Society, P.O. Box 9242, Pittsburgh, PA 15224 ($3.00)
Journal Cit-Children in Contemporary Society; v13 n3 Mar 1980
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Books, Child Development, *Children, Childrens Literature, Elementary Education, *Ethical Instruction, *Moral Development, *Moral Issues, *Moral Values
Identifiers-*Kohlberg (Lawrence)

This issue of Children in Contemporary Society'' focuses on the theme of moral education for young children and addresses the following topics: the historical background of interest in and conceptualization of moral education; aspects of child development that affect the young child's judgment and conduct on moral issues; the relationship between Kohlberg's stages of moral reasoning and socialization; moral issues in children's literature; the role of conflict in moral education; environmental influences on moral development; and moral values versus societal values and the development of conscience. The issue also includes a list of children's books which could be used to foster moral development, and a special school report on the pattern of needs of families and children with handicaps and chronic conditions. (SS)

ED 188 430 FL 010 791

Setzler, Hubert H., Jr. And Others

Conceptual Tools: Functional System, List of Functions, Operational Definitions of Functions. Method for Determining Language Objectives and Criteria, Volume III.

Development and Evaluation Associates, Inc., Syracuse, N.Y.

Spons Agency-Defense Language Inst., Monterey, Calif.

Report No.-A005-WU-35114

Pub Date-25 May 79

Contract-DAAG39-77-C-0197

Note-105p.; For related documents, see FL 010 789-802.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, *Instructional Systems, Languages for Special Purposes, Language Usage, Mandarin Chinese, Military Personnel, Occupational Information, Russian, *Second Language Instruction, *Skill Analysis, Spanish, Systems Analysis, *Systems Development, *Training Objectives

Identifiers-*Defense Language Institute CA

The conceptual tools used in the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center, are examined. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. C/LOBS was designed to develop a systematic set of procedures for determining terminal skill objectives and their supporting enabling objectives for foreign language training. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents an explanation of the functional system and how it fits with other system concepts, and some heuristics for its use; lists the functional categories and functions which were developed in the course of the project; and presents operational definitions for each function listed. It offers synonyms, a definition of the function, sample English utterances which are examples of the function, comments, and examples of function catalog entries. (SW)

ED 188 447 FL 011 040

Mardenborough, Teresa St. Sauver, Dennis

Ilustres hispanos de los EE. UU. (Famous Hispanics of the U.S.).
Pub Date-76
Note-75p.; Additional reading materials available from publisher.
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101 ($10.00)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, *Biographies, Creative Activities, *Cultural Education, Elementary Secondary Education, *Hispanic Americans, *Native Language Instruction, *Reading Instruction, Social Studies, *Spanish, Vocabulary Skills
Identifiers-*Bilingual Materials

A teacher's guide and black line masters for student activity sheets for Hispanic cultural enrichment education are presented. Designed for students from elementary school through high school, the materials concern 12 short biographies of Americans of Hispanic descent. The subjects are successful contemporary personalities who have become famous in their respective fields and spokesmen for the Hispanic communities of this country. The teacher's guide provides an overview of the program with emphasis on the enrichment activities. Summaries of the stories are included, and suggestions for using the materials in a bilingual classroom are offered. A bibliography is designed to help bilingual teachers to find other sources. Student activity sheets concern comprehension, vocabulary, and creative exercises. The comprehension skill sheets focus on: (1) recalling and locating details of the story, (2) recognizing the main theme or idea of the story, and (3) an interpretive question that calls for value judgments by the student and provides practice for writing. Two of the vocabulary sheets provide an introductory comparison of English and Spanish, and vocabulary puzzles approach some of the more unique and difficult words in each story from a game format. The creative activity sheets provide a variety of enrichment skills emphasizing Hispanic arts and culture as well as the personalities featured in the stories. (SW)

ED 188 492 FL 011 536

Ulijn, Jan M.

Conceptual and Syntactic Strategies in Reading a Foreign Language.

Spons Agency-Netherlands Inst. for the Advancement of Pure Research, The Hague.
Pub Date-28 Feb 80
Note-56p.; Paper presented at the Los Angeles Second Language Research Forum (3rd, Los Angeles, CA, February 29-March 2, 1980). Some faint type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students, Engineering, French, Function Words, Higher Education, Language Processing, Language Research, Linguistic Theory, Psycholinguistics, *Reading Comprehension, Reading Research, *Second Language Learning, Semantics, *Sentence Structure, *Syntax, Technical Writing, Translation
Identifiers-Netherlands

Conceptual and syntactic strategies in reading a foreign language are considered with attention to the functioning of the sentence parser. Topics of analysis include: the theoretical background and the educational relevance of the question of strategies; a study of the relative importance of the two parsing principles (syntactically guided analysis and conceptually guided analysis) with Dutch engineering students reading French instructions for a machine called SHADOK; a study in which second language readers were forced to make a thorough syntactic analysis by translation in their first language; a replication of one of the basic findings of the study with Dutch engineering students; conclusions drawn from the studies about the conceptual/syntactic dilemma; and implications for teaching foreign language reading. Findings indicated that readers of a foreign technical text were frequently hampered by all kinds of content words, which are necessary for their conceptual analysis, and were hampered to a much lesser degree by syntactic function words. The conceptual analysis overshadowed the role of the first language syntax. Findings indicate that the sentence parser is primarily concept-oriented. (SW)

ED 188 513 HE 012 758

Black Share of Non-Faculty Jobs Down at Most State Universities Up at Kentucky State.

Kentucky Commission on Human Rights, Louisville.
Pub Date-Sep 78
Note-34p.
Available from-Kentucky Commission on Human Rights, 701 West Muhammad Ali Boulevard, Louisville, KY 40203
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrators, Affirmative Action, *Black Employment, Blacks, Clerical Workers, *College Faculty, Employment Level, *Employment Patterns, *Equal Opportunities (Jobs), Ethnic Groups, Females, Higher Education, Minority Groups, Nonprofessional Personnel, Paraprofessional Personnel, Personnel Policy, Racial Discrimination, Racial Distribution, Sex Discrimination, Skilled Workers, State Surveys, *State Universities, *Tokenism
Identifiers-*Kentucky

Blacks' share of non-faculty jobs in Kentucky institutions of higher education is examined in this second in a two-part series on employment in the state university system. The first report in this series was entitled State University Faculties Stuck on Tokenism in Kentucky.'' Sections examine: tokenism in non-faculty jobs at state universities; blacks in executive jobs; blacks in technical and professional jobs; black percentage decline at white universities; high-paying jobs and faculty tokenism; women in the job market; and the effort of institutions to improve their employment policies for blacks. Tables provide information on numbers and percentages of blacks hired in various positions and employment figures on females hired in various positions. Appendices cover employees, by sex, race/ethnicity (1975 and 1977); and new hirees for 1977 for the following positions: executive, administrative and managerial; professional non-faculty; technical and paraprofessional; secretarial and clerical; skilled craft; service and maintenance. Among the many conclusions drawn are the following: employment data show remnants of the dual system of higher education once legally sanctioned in Kentucky; Kentucky State employed 68 of the 143 black faculty in the state university system; and blacks at the predominantly white institutions suffered a 0.6 percent drop in their share of jobs from 1975 to 1977. (LC)

ED 188 661 JC 800 238

Thompson, Merle O'Rourke

Classroom Techniques for Reducing Writing Anxiety: A Study of Several Cases.

Pub Date-Mar 80
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Attitude Change, Attitude Measures, Authors, *Change Strategies, *Classroom Techniques, Course Content, Language Standardization, Postsecondary Education, Pretests Posttests, Student Teacher Relationship, *Writing (Composition), *Writing Instruction
Identifiers-*Thompson Attitude Survey, *Writing Anxiety

The Thompson Attitude Survey (TAS) was developed as a diagnostic tool to help teachers identify students with writing anxiety. Based upon the premise that writing anxiety is a fear of the writing process which outweighs the projected gain from the ability to write, the TAS is comprised of statements about the writing process and its consequences which students evaluate on a Likert-type scale. The use of this test, at the beginning and end of freshman composition courses, has helped to identify specific classroom strategies that alleviate writing anxiety. One such strategy concentrates on the writing process by teaching students to violate the blank page, use a magic pen,'' write something, then edit, organize, write a thesis sentence, fill in details, write a concluding sentence, and polish. Another strategy focuses on the professional author's writing habits and problems and encourages students to compare their writing process to that of the professional and the instructor. A third instructional approach which reduces anxiety introduces students to language development, showing them that language is not static and how rules for grammar, spelling, and pronunciation developed. Finally, student-teacher interviews can reduce anxiety if the instructor provides encouragement and suggestions as well as criticism. (AYC)

ED 188 680 JC 800 329

Clagett, Craig A.

Course Completion Rates for Fall 1979: Impact on Student Retention.

Report No. 80-16.

Prince George's Community Coll., Largo, Md.
Pub Date- Mar 80
Note-17p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Failure, *Academic Persistence, *Community Colleges, *Courses, *Dropout Rate, Extension Education, Individualized Instruction, Intellectual Disciplines, Introductory Courses, School Holding Power, Telecourses, Two Year Colleges, *Withdrawal (Education)

Course completion rates, as measures of college performance and student success, have been computed at Prince George's Community College for the past 11 years. An analysis of Fall 1979 grades revealed that the college-wide course completion rate was 72%. While the Health Technology and Physical Education divisions continued to have higher course completion rates than the college average, Developmental Studies and Science and Mathematics courses and telecredit courses had rates below the average. Among the College's larger departments, the Mathematics Department had the greatest change from 1978, declining 4% to a 62% passing rate. Passing rates in introductory courses were lower than the combined completion rates for all other courses in 12 of 18 disciplines. When selected sections using the Personalized System of Instruction were reviewed, it was found that they had lower completion rates than sections of the same courses taught in the traditional lecture format, but that they also had high proportions of students receiving an A.'' Of the 20 disciplines with classes off-campus, 17 had higher completion rates at extension centers than at the central campus. While the proportion of students not successfully completing courses remained stable since 1975, in 1979 a higher percentage of students withdrew than received a failing grade. Data tables illustrate findings. (Author/AYC)

ED 188 756 PS 011 515

Smock, Charles D., Ed. And Others
Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of

Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-72
Grant-OEG-0-8-522478-4617(287)
Note-122p.; For related documents, see ED 153 905 and PS 011 510-516.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Biological Sciences, Blacks, *Child Development, *Compensatory Education, Competence, Cultural Differences, Early Childhood Education, Educational Diagnosis, Educational Experience, Ethnic Groups, Jews, *Knowledge Level, *Language Usage, Low Income Groups, *Testing Problems, Test Validity
Identifiers-Ethology, Mathemagenic Activities, *Project Follow Through, University of Georgia

This set of four research reports is a product of the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia Follow Through Program. Based on Piagetian theory, the MAP provides sequentially structured sets of curriculum materials and processes that are designed to continually challenge children in kindergarten through third grade from low income families to learn about the psysical and social environments. These four reports come from a conference on new perspectives in developmental assessment. The contribution of ethology to the assessment of education is discussed in a paper that (1) briefly overviews the ethological perspective and its methods and (2) discusses education'' among animals, and education in preliterate human societies and in industrial societies. In another paper, the importance of social forms of language use in contexts of interaction and their relevance to measurement of language competencies are discussed and illustrated with examples from Black and Jewish cultures. A report offering new perspectives on the education of the ethnically varied population of the United States advocates moving away from the melting pot concept. In the final paper the issues of validly determining a child's knowledge base are explored in terms of contradictions between children's test performance and classroom behavior. Researchers are urged to conduct task and situational analyses in order to define context variables that influence a child's ability to solve problems. (Author/RH)

Curriculum and Instruction: Cultural Issues in Education. A Book of Readings.

California State Polytechnic Univ., Pomona.; California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Report No.-ISBN-0-89755-008-0
Pub Date-78
Note-166p.; Not available in paper copy due to publisher's preference.
Available from-National Dissemination and Assessment Center, California State University, 5151 State University Drive, Los Angeles, CA 90032
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Clearinghouses, Cultural Background, *Cultural Pluralism, *Curriculum Development, Educational Theories, Elementary Secondary Education, Ethnicity, Institutional Role, Instructional Materials, *Interdisciplinary Approach, Mexican Americans, *Multicultural Education, *Relevance (Education), Social Studies, Testing Problems, Values
Identifiers-Chicanos

The 1976 Claremont, California, symposium to exchange and clarify ideas regarding the study and implementation of new alternatives to quality cultural education focused on two main concepts. The first was the concept of transcultural education design; the second, that cultural uniqueness in our society results from the capability to be responsive and responsible to opportunities of having cultural options with more than one defined culture. Fifteen presentations from the symposium have been collected in this book of readings intended for teachers, counselors, curriculum planners, resource specialists, teacher trainers, and administrators. The articles address the rationale, design, and instructional process of transcultural education; bilingual transcultural education; teacher preparation for a pluralistic society and for bilingual teachers; materials evaluation and selection; curriculum development; testing and cultural diversity; and social studies and transcultural education. (Author/SB)

ED 188 876 SE 031 018

Meece, Judith L.

A Theoretical Framework for Studying Students' Course Selection in Mathematics.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Apr 80
Grant-5R01-MH31724-01; NIE-G-78-0022
Note-18p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Attitudes, Career Choice, College Choice, Decision Making, *Elective Courses, Elementary Secondary Education, Females, *Mathematics Education, *Research Methodology, *Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, Womens Education
Identifiers-*Mathematics Education Research

Competence in mathematics has long been identified as a critical skill directly related to educational and occupational choices. Mathematical skills are important for admission to many college majors, for a number of professional occupations, and increasingly for computerized technical occupations. Yet compared to male students, fewer female students elect to take mathematics beyond the minimal requirement. While females may receive less encouragement from parents and teachers, it is not the case that they are being systematically excluded through discriminatory course availability. On the contrary, all too frequently females choose not to take more advanced mathematics courses. While many researchers have expressed interest in this problem, especially in the effects of attitudes on achievement and course selection in mathematics, research has been seriously limited by a number of methodological and conceptual shortcomings. Of major importance is the lack of an integrative theoretical framework to guide the selection of a comprehensive set of variables for study and a definition of these variables in terms of their relevant dimensions. In response to this shortcoming, this paper summarizes research on achievement and course selection in mathematics and then integrates this research into a theoretical model for studying students' academic choices and decisions. (Author/MK)

ED 188 924 SE 031 433

Youssef, Youssef Khalil, Ed. Ibrahim, Fawzia El-Sayed, Ed.
Education in Egypt, 1978.
Ministry of Education, Cairo (United Arab Republic). Centre for Educational Documentation and Research.

Pub Date-78
Note-70p.; For related document, see SE 031 432. Contains light and broken type. Best copy available.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Development, Educational Objectives, *Educational Policy, Educational Strategies, Educational Trends, *Elementary Secondary Education, *Higher Education, International Educational Exchange, *National Programs, *Program Descriptions, Science Education, Teacher Education
Identifiers-*Egypt

This publication of the National Center for Educational Research of Egypt describes the status of education in Egypt in 1978, with respect to administration, structure, the educational ladder including university education, as well as the quantitative side of education. It also briefly presents the historical background of Egyptian education, its past development, and the effect of prevailing circumstances. The document consists of eight sections: (1) Historical Background; (2) Objectives of Education; (3) Educational Administration; (4) System of Education; (5) Post-secondary Education; (6) Teacher Education and Training; (7) New Trends in Education; and (8) Cultural Cooperation with Arab and Friendly Countries. A preface by the Egyptian Minister of Education is also included. (HM)

ED 188 950 SE 031 482

Champagne, Audrey B. And Others

Interactions of Students' Knowledge With Their Comprehension and Design of Science Experiments.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Pittsburgh Univ., Pa. Learning Research and Development Center.
Pub Date-Apr 80
Note-93p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academically Gifted, *Junior High School Students, *Learning Processes, *Mechanics (Physics), Physics, Science Education, *Science Instruction, Secondary Education, Secondary School Science
Identifiers-Newtonian Mechanics, Science Education Research

This project explores the factors influencing the learning of classical mechanics, with an ultimate goal in improving instruction. Twelve academically gifted seventh and eighth graders were interviewed to test their previous perceptions about objects in free fall. They were then observed as they used physics laboratory apparatus and computer simulations to plan, execute, and analyze experiments. It was found that students' knowledge about the motion of objects in free fall can be characterized by distinctive sets of logically linked propositions. Designs and procedures for experiments devised by the students could be traced to some of their specific pre-instructional conceptualizations that the analyses of pretest interviews revealed. Schema theory is used to interpret the findings of this study and to speculate on their implications for instruction. (CS)

SO

ED 188 467 FL 011 428

Mackey, William F.

Multinational Schools as Language Learning Media. Publication B-86.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Pub Date-79
Note-39p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingualism, *Bilingual Schools, Bilingual Students, *Culture Contact, Elementary Secondary Education, Institutional Characteristics, Second Language Instruction, Second Language Learning
Identifiers-*International Schools

Several aspects of international education are discussed under the following headings: (1) the development of multinational schooling, (2) types of multinational schools, (3) aims and structure of multinational schools, (4) language learning, (5) language problems, and (6) improving the language learning potential. Historically, multinational schools were occasioned by the migration of peoples or the specific need for language instruction and bilingual education. Consequently, these schools differ among themselves in structure, content and goals. Their language learning advantage depends on the bilinguality of the curriculum and on the bilingual make-up of the school population. Generally speaking, multinational schools deal with second language learning in three ways. Some treat language as school subjects; some use them as the language of instruction for other subjects; and some depend on pupil interaction to achieve their bilingualism. The language problems of the schools are connected with interference, language attitudes, and the method and structure of the school. This study concludes that interethnic and interlinguistic interaction are more likely to bilingualize the student population than the lack of these features. An address list of international schools and institutions giving the International Baccalaureate is appended. (AMH)

ED 188 553 HE 012 903

Davis, Gary

The Paper Burden: Institutional Management of External Reporting Requirements and Requests in Higher Education.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
Pub Date-Jun 80
Note-45p.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administration, Agency Cooperation, Agency Role, Colleges, Data Collection, *Higher Education, Information Systems, *Institutional Cooperation, *Record Keeping, *Reports, *State Agencies, Universities

Institutional procedures for fielding out-of-state data requests are examined in order to develop procedures for the generation of data for state agencies in a prompt, accurate, yet politically astute manner. Part I (Analyzing the Request for Data) discusses the importance of understanding the reasonableness and complexity of the request. Part II (Collecting the Data) offers six management steps involved in data collection: (1) informing relevant units or departments; (2) checking existing data bases to avoid duplication; (3) preparing report formats; (4) actual collection activity; (5) tabulating and editing of data; and (6) forwarding and filing of data. Part III (Monitoring the External Agency's Analysis of the Data) discusses the need for monitoring and control by representatives of the colleges and universities which agency staff claim to have analyzed. Part IV (Review of the Agency's Use of Data in Decision-Making) focuses on the importance of knowing what data is examined by the agency; only data used in decisionmaking should be emphasized in the report. The final part (Evaluating Data Reporting Procedures) suggests that once every three years colleges and university administrators should compile a careful record of the number of data requests and responses in order to develop the best system for reporting. It is suggested that knowing the agency's purpose and use for the request enables the institution to respond with a tailor-made response; therefore, paperwork and staff energy are kept to a minimum.

References are provided. (LC)

Intergovernmental Conference on Scientific and Technological Information for Development. UNISIST II, Paris, May 28-June 1, 1979. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.-PGI/MD/1
Pub Date-8 Aug 79
Note-70p.; For related documents, see IR 007 955 and IR 008 487.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Information Dissemination, Information Networks, Information Processing, *Information Systems, International Organizations, *International Programs, Planning, Policy, *Policy Formation, *Program Development, *Technology Transfer
Identifiers-*Scientific and Technical Information

This report of the UNISIST II conference presents the general proceedings of the conference and makes recommendations on the future activities at national, regional, and international levels in the field of scientific and technical information. The opening section reports the welcoming addresses to the delegates and the administrative business of the conference. During the working sessions the conference considered (1) a review of achievements since the UNISIST governmental conference of 1971; (2) the flow of scientific and technological information and its role in development; and (3) strategies for future action at the national, regional, and international levels. The conference prepared four general recommendations addressed to the upcoming United Nations Conference on Science and Technology for Development (with 11 specific recommendations); to member states (with 11 specific recommendations); to Unesco (with 24 specific recommendations); and finally to the Director General of UNESCO. Separate annexes present the conference agenda, addresses delivered during the conference, a listing of conference connected documents, and a list of participants alphabetized by name of country. (RAA)

ED 188 700 JC 800 392

Adickes, Sandra

Feminism Vis a Vis Social Change.

Pub Date-12 Jul 79
Note-18p.; Paper presented at Dartmouth College (Hanover, NH, July 12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Change Strategies, *Community Colleges, Continuing Education, Females, *Feminism, Nontraditional Students, *Outcomes of Education, Peer Counseling, Program Descriptions, Program Development, Research Needs, *Social Change, Student Educational Objectives, Student Teacher Relationship, Two Year Colleges, *Womens Education, *Womens Studies

While demonstrating the potential of feminist education to promote positive social change, experiences with the women's studies programs at Staten Island Community College (SICC) and Brooklyn College (BC) also dramatize the need for women's studies to overcome factionalism and middle-class elitism in order to construct a pedagogy for oppressed women. The SICC program, initiated in 1972, allowed women on the verge of autonomy to share life experiences in informal groups and to help one another pursue aspirations beyond traditional women's role. Yet after several successful efforts and just as the program was to become formalized through the establishment of a women's study center, differences between academic, Marxist, and lesbian feminists rendered the program directionless and ineffective. Even more complicated were the difficulties encountered at BC, where conflicts between women's studies faculty and women's center staff were compounded by problems of student motivation. BC students, less affluent than SICC women, existed in a state of dependency created by welfare and marriage, and were unwilling to engage in critical dialog or take responsibility for their education. Therefore, the program at BC emphasized a core curriculum of basic skills with a network of peer support. Knowledge about the role of minority and working class women is needed to advance the BC program from this continuing education role. (JP)

Nelson, Susan C.

Community Colleges and Their Share of Student Financial Assistance.

College Entrance Examination Board, Washington, D.C.
Pub Date-80
Note-70p.
Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($3.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Colleges, Family Income, *Federal Programs, National Surveys, *Need Analysis (Student Financial Aid), Parent Financial Contribution, *Program Effectiveness, *State Programs, Student Costs, *Student Financial Aid, Student Financial Aid Officers, Student Responsibility, Tables (Data), Tuition, Tuition Grants, Two Year Colleges, Veterans Education
Identifiers-Basic Educational Opportunity Grants, National Direct Student Loan Program

Two contentions are examined in this report: that community colleges receive a smaller amount from state and federal assistance programs than they should in view of the less affluent population they serve, and that there is, on the other hand, a prevalence of individual over-awarding at these colleges. The report first discusses the difficulties involved in determining legitimate student need, such as the lack of consensus concerning parental obligation to contribute and the appropriate balance of self-help and grant aid. Three main causes of over-awarding are then examined: the differing standards for determining non-tuition costs of attendance; the treatment of veterans' benefits under the Basic Grant program; and the lack of coordination between state and federal assistance programs. The report then explores the possibility that public student aid programs work to the disadvantage of community college students by analyzing the distribution of campus-based support and Basic Grants among two- and four-year colleges during fiscal years 1972 and 1976. Finally, the assertion is tested that student aid officers at community colleges are inferior to those at other colleges. Summary conclusions are presented and several tables are appended. (JP)

ED 188 737 PS 011 272

Roggman, Lori And Others
Home Start Curriculum Guide.
Millville Home Start Training Center, Logan, Utah.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Grant-OCD-8-C-75
Note-165p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Cognitive Development, Curriculum Guides, Early Childhood Education, Health, *Home Instruction, *Home Programs, Language Acquisition, *Learning Activities, Nutrition, *Parent Participation, Parent Role, *Preschool Curriculum
Identifiers-*Home Start Program

This curriculum guide contains monthly work plans and weekly activity units for a Home Start Program. Emphasis is placed on the importance of the home, the family unit, and the education and development of young children by their own parents. Yearly goals include concern for the following: physical and dental health, nutrition, mental health and self concept, safety, general teaching approaches, language development, motor development, cognitive development, parent involvement, knowledge and use of available social services, and staff training. Weekly activity units include a topic, a justification for the topic, specific objectives, and a list of suggested activities. An appendix includes information, directions, or materials for things to make or do, art ideas, recipes, poems, fingerplays, songs, rhymes, stories, and flannel board characters. (SS)

ED 188 799 RC 012 045

Metcalf, Ann And Others

A Model for Treatment in a Native American Family Service Center.

Urban Indian Child Resource Center, Oakland, Calif.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Dec 78

Note-95p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*American Indian Culture, American Indians, Child Abuse, Child Neglect, Child Rearing, Counseling Services, *Cultural Differences, Family Counseling, Family Influence, *Family Life, Family Relationship, Foster Homes, Home Management, Relocation, *Rural to Urban Migration, *Social Adjustment, Social Bias, *Urban American Indians, Welfare Services

Identifiers-California (Oakland), *Urban Indian Child Resource Center

Contrasting the differences between a non-Indian child abuse/neglect center with an Indian model, this report highlights the qualities of the Urban Indian Child Resource Center (CRC) in Oakland, California. The non-Indian concept of the cause of child abuse/neglect, based on the abused/neglected childhood of the parent, is compared to the Indian concept of the cause as being institutional abuse, defined as social institutions in one culture abusing whole segments or classes of persons in another society. Based on the Indian idea of family, CRC's structure includes the normal positions, but also the Family Support Network, licensed foster placements; Homemakers, Indian women providing important links between CRC and the Indian community; and Family Representatives, Indians with formal training as mental health workers. Clients come from many tribal backgrounds and have large families, but few financial and emotional resources. Activities of staff members, mainly intervention and prevention, are detailed along with examples and composite case histories. Six tables show the success rate to be 61.3%. Brief comparisons are made between CRC and four other Indian centers. Concluding the report are seven recommendations, the first of which cannot be overemphasized''. Control of Indian programs must be in the hands of Indians. (AN)

ED 188 834 RC 012 105

Metcalf, Ann Rosenthal

Effects of Boarding School on Navajo Maternal Attitudes and Behavior.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date-Nov 72

Grant-NIH-1-Fo1-MH-49407-01(CUAN)

Note-10p.; Paper presented at the annual meeting of the American Anthropological Association (71st, Toronto, Canada, November 1972).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, American Indians, *Boarding Schools, *Child Rearing, Elementary Secondary Education, Family Influence, Followup Studies, *Mother Attitudes, *Outcomes of Education, Parent Background, Parent Child Relationship, Parent Influence, Parent Role, Reservation American Indians, Self Concept, Self Esteem, *Urban American Indians

Identifiers-California (San Francisco Bay Area), *Navajo (Nation)

An investigation of long term effects of boarding school education was conducted among Navajo women who had attended boarding school on the reservation during the 1950's. Subjects were 23 Navajo mothers and, for 17 mothers, their preschool children; all lived in the San Francisco Bay Area. A series of open-ended interviews obtained information on each mother's life history, school background, and childrearing practices. An in-home testing session included a variety of self-image and attitude measures for the mothers and systematic observations of mother-child interactions during structured and unstructured activity. Women who had spent at least 1 full year of middle childhood (ages 7-14) at home without school experience (i.e., neither boarding school nor day school) scored significantly higher than their boarding school counterparts on self image instruments and on a maternal competence scale independent of the mother's age, the age of her first child, or her feelings toward her parental home. Observations of mother-child interactions showed no difference in the overt child care behaviors of the mothers; however, the dimension of self satisfaction'' displayed in children's behavior was significantly associated with the mother's background; mothers with at least one year at home during middle childhood had children who appeared more content. (JH)

ED 188 852 RC 012 134

10 Quick Ways to Analyze Children's Books for Racism and Sexism.

Racism and Sexism Resource Center for Educators, New York, N.Y.

Spons Agency-Council on Interracial Books for Children, Inc., New York, N.Y.

Pub Date-74

Note-10p.; Not available in paper copy due to publisher's preference.

Available from-The Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023 ($.25 ea., 100 for $7.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Books, Childhood Attitudes, *Childrens Literature, Elementary Secondary Education, *Ethnic Stereotypes, *Evaluation Criteria, Evaluation Methods, Minority Groups, Racial Attitudes, Racial Bias, Self Concept, Sex Bias, *Sex Stereotypes, *Textbook Evaluation

The 10 guidelines in this guide to analyzing children's books serve as a starting point for evaluating children's literature from the perspective of racist and sexist attitudes. (1) Check the illustrations. Look for stereotypes, for tokenism, and for who's doing what. (2) Check the story lines. Look for subtle forms of bias in such approaches as standards for success, resolution of problems, and the role of women. (3) Look at the lifestyles. Are minority persons depicted in unfavorable contrast with white middle-class suburbanites? (4) Weigh the relationships between people. Do whites in the story possess the power, take the leadership, etc.? (5) Note the heroes. Are minority heroes admired for the same qualities that have made white heroes famous? (6) Consider the effects on a child's self-image. Are norms established which limit the child's aspirations and self-concepts? (7) Consider the author's or illustrator's background. Is there anything in that background to specifically recommend this person as the creator of the book? (8) Check out the author's perspective. Does the direction of the perspective weaken or strengthen the book? (9) Watch for loaded words.

Does a word have insulting overtones? (10) Look at the copyright date. Pre-1970 books may well be biased. (AN)

ED 188 970 SO 012 662

Bachman, Jerald G. And Others

Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1978.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date-80

Note-255p.

Available from-University of Michigan, 426 Thompson Street, Ann Arbor, MI 48106 ($15.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Books (010)

Document Not Available from EDRS.

Descriptors-*Adolescents, Drug Use, Females, Futures (of Society), *Life Style, Males, *National Surveys, Occupational Aspiration, *Participant Characteristics, Secondary Education, Sex Differences, Sex Role, Social Attitudes, Social Indicators, Social Science Research, *Student Attitudes, Tables (Data), *Values

The document presents descriptive statistical results from a national survey which examines values and lifestyles of high school seniors. The volume, fourth in a series, presents data from 1978; other volumes report results from 1975, 1976, and 1977. The report is presented in three sections. The introduction describes the study, the sample, and research limitations. The sample consisted of students from 131 public and private high schools across the United States. Participants were administered questionnaires by representatives of the project. Although attitudes related to drug use received the most extensive coverage, the questionnaires also dealt with attitudes about government, social institutions, racial relations, changing roles for women, educational aspirations, occupational aims, and marital and family plans. The descriptive results section, the major portion of the document, presents all questions contained in the survey along with the frequency distribution of answers. The third section presents a cross-time index of questionnuire items which includes a key for locating items dealing with a specific subject area. Appendices discuss sampling errors and present instructions and a page from the questionnaire. (KC)

ED 188 989 SO 012 684

Smith, Allie Evelyn

Instructional Materials on Africa for Primary Grades. An Instructional Unit for Grade One.

Illinois Univ., Urbana. African Studies Program.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 78
Note-36p.; For related documents, see SO 012 685-703. Some pages in the document are of marginal reproducibility.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*African Culture, *Area Studies, *Cultural Awareness, Educational Objectives, Elementary Education, Evaluation Criteria, Folk Culture, Grade 1, Instructional Materials, Learning Activities, Minicourses, Resource Materials, Social Studies, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study
Identifiers-*Africa

Focusing on traditional African families, villages, and cultures, this teaching guide presents objectives, activities, resources, and evaluation suggestions for use in grade one social studies African area programs. The instructional guide is a product of a summer workshop for teachers on African curriculum development. It is intended as the basis of a six-week minicourse. Objectives are to help pupils better understand Africa, Africans, and the impact of culture change over time. Thirteen units of study focus on a variety of topics including education in Sierra Leone, game reserves in East Africa, story telling in West Africa, folktales, urban and rural life styles, food preparation, and tie dyeing. Students are involved in many activities, including answering questions, drawing and analyzing pictures, making bulletin boards, dramatizing folk stories, preparing food for an African meal, modeling clay figures, and writing letters to African children. For each lesson, information is presented on objectives, basic skills, materials, time required, activities, and evaluation. Additional background resources (books, films, audiovisual aids, maps, and charts) are

suggested for teachers and pupils. (DB)

ED 188 533 HE 012 822

The Teaching of Ethics. Vol. 1-9.
Pub Date-80
Note-695p.
Available from-The Hastings Center, 360 Broadway, Hastings-on-Hudson, NY 10706 ($38.00, volumes available separately)
Pub Type- Collected Works - General (020) - Books (010)
Document Not Available from EDRS.
Descriptors-Administration, Business Education, Codes of Ethics, *College Curriculum, *College Instruction, Course Content, Courses, Curriculum Development, Decision Making, Educational Improvement, Educational Quality, Educational Research, Engineering Education, *Ethical Instruction, *Ethics, *Higher Education, Journalism Education, Legal Education, Management Development, Medical Education, Policy Formation, Social Sciences, Undergraduate Study, *Values Education

The state of ethics teaching at the undergraduate and professional school levels is examined in these comprehensive monographs sponsored by the Institute of Society, Ethics and the Life Sciences/The Hastings Center. The Teaching of Ethics in Higher Education (I)'' encompasses: (1) the number and extent of courses in ethics, (2) the status and quality of present ethics teaching, (3) both general and specific problems raised by attempts to introduce ethics into the curriculum, and (4) the steps that need to be taken in order to improve the teaching of ethics in higher education. The other monographs on the teaching of ethics are: Legal Ethics and Legal Education (II) (Michael J. Kelly); Teaching Ethics in Journalism Education (III) (Clifford G. Christians and Catherine L. Covert); Teaching Bioethics: Strategies, Problems, and Resources (IV) (K. Danner Clauser); Ethics in the Education of Business Managers (V) (Charles W. Powers and David Vogel); The Teaching of Ethics and the Social Sciences (VI) (Donald P. Warwick; Ethics and Engineering Curricula (VII) (Robert J. Baum); Ethical Dilemmas and the Education of Policymakers (VIII) (Joel L. Fleishman and Bruce L. Payne); Ethics in the Undergraduate Curriculum (IX) (Bernard Rosen and Arthur L. Caplan). Each monograph deals with the history of ethics in its field, recent data on the quality of courses, evaluations, and recommendations for improving the teaching of ethics. Notes and a bibliography are provided with each monograph. (LC)

ED 188 574 IR 008 268

Council on Library Resources, Inc. 23rd Annual Report, 1979.
Council on Library Resources, Inc., Washington, D.C.
Pub Date-79
Note-47p.; For related document, see ED 168 495.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annual Reports, Budgets, Financial Support, *Foundation Programs, Library Administration, Library Cooperation, Library Networks, *Library Planning, *Library Research, Library Services, National Programs, Publications

This report describes the activities and financial status of the Council on Library Resources (CLR) during the 1978-79 fiscal year. Contents include: listings of the members of CLR, its board of directors, the council committees and officers, and the council staff; an essay on CLR's 1978-79 year and its future; program highlights; a list of publications resulting from CLR-supported projects active in fiscal year 1979; a schedule of appropriations for CLR-administered projects; the opinion of independent accountants; and financial statements. (FM)

ED 188 598 IR 008 452

Wolfe, Neal E.

Instructional Systems Utilizing Modeling and Simulation for Technician Training in the Area of Measurement and Control.

Pub Date-78
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Assisted Instruction, *Delivery Systems, *Instructional Development, Instrumentation, Measurement Equipment, *Models, Simulation, *Technical Education

This discussion of the use of various delivery systems and models of instruction for technical training in the field of measurement and control includes a review of the basic requirements of a learning system. Several aspects of such a system are considered, i.e., the design of a learning system through the use of computer assisted instruction, the development of physical models to facilitate learning, and the use of simulation in the delivery of instruction. (RAO)

A Guide to Documenting a Local Program: The Child Welfare Resource Information Exchange.

Mott-McDonald Associates, Inc., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-105-76-1130
Note-59p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adoption, *Child Welfare, *Documentation, *Information Dissemination, *Program Descriptions, Program Evaluation, *Technical Writing, *Welfare Services

The purpose of this guide is to assist child welfare program managers in the documentation of their program efforts by providing both a recommended process and format. Section I provides a general discussion of the documentation process as well as suggestions for how to document a program. Section II presents the recommended format to be used in the preparation of the documentation report. The Appendix provides a sample of the completed documentation of an adoption program. It is suggested that (1) the documentation effort can provide a useful assessment of where a program is. where it has been, and the directions it may follow; and (2) that the documentation process should be used for redefining and solidifying program goals' for evaluating strengths and weaknesses, and for initiating constructive communication among program staff. (Author/RH)

ED 188 900 SE 031 208

CSMP Mathematics for the Upper Primary Grades, Part IV, Student Materials: Worksheets; Galaxy of Problems 1, 2, 3, 4; Fishing for Numbers, Part IV; To Picture; Subtraction Problems.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-337p.; For related documents, see SE 031 204-210 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and activities which may not reproduce well.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, Algorithms, *Drills (Practice), Elementary Education, *Elementary School Mathematics, Geometric Concepts, *Grade 3, Mathematics Curriculum, Mathematics Instruction, *Mathematics Materials, Measurement, Multiplication, *Number Concepts, Subtraction, *Worksheets
Identifiers-*Comprehensive School Mathematics Program

These are some of the individual materials needed by students using the Comprehensive School Mathematics Program for the Upper Primary Grades, Part IV. The book of Worksheets'' contains materials that are labeled with the same letter and number as the lessons with which they are to be used. The four Galaxy of Problems'' booklets include exercises on addition and subtraction as well as practice with the Papy minicomputer.'' The Fishing for Numbers'' and Subtraction Problems'' booklets also provide practice on whole number operations as well as work with geometric and measurement concepts. To Picture'' is a story-workbook which allows students to take a fanciful excursion in the world of numbers that actively involves the student in the acquisition of new mathematical insights. (Author/MK)

ED 188 643 JC 790 482

Busha, Charles H.

Employment and Training Needs of Business and Industry: Final Report of an Employer Needs Assessment Conducted in Anderson, Oconee, and Pickens Counties in South Carolina, 1978-1979.

Tri-County Technical Coll., Pendleton, S.C.

Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Jul 78

Note-198p.; Not available in paper copies due to the marginal reproducibility of the original document. Pages 78-79, 138-150 have been deleted

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Role, *Educational Needs, *Employer Attitudes, Employment Opportunities, Labor Market, Labor Needs, Needs Assessment, *Personnel Evaluation, Program Evaluation, Questionnaires, Regional Characteristics, Surveys, *Technical Institutes, *Trade and Industrial Education, Two Year Colleges, Vocational Education

An employer needs assessment involving 469 businesses and firms in Anderson, Oconee, and Pickens counties was conducted during 1978-79 by Tri-County Technical College (TCTC) to: (1) involve the business community in establishing TCTC's educational priorities; (2) determine discrepancies between area training needs and TCTC's curriculum; and (3) collect opinions about TCTC. During the study, 369 on-site interviews were conducted and 100 surveys were mailed. Interviewees and respondents were asked to identify occupational areas where training was needed on an occupational inventory checklist and to indicate, among other items, their familiarity with TCTC, the frequency with which they hired TCTC graduates, the quality of job preparation provided by TCTC, and the performance of TCTC graduates. Selected findings indicate that 78% of the respondents were moderately or very familiar with TCTC and that only 13% had never hired a TCTC graduate. While most respondents rated graduate job performance as good to excellent, many indicated a need for TCTC and other vocational training centers to emphasize pride in workmanship and quality control. A variety of vocational areas needing additional training opportunities were cited. The study report summarizes survey methodology and findings and provides background information on the population and economy of the three counties. The survey instruments are included. (JP)

ED 188 925 SE 031 437

How to Build a Low-Cost Spectroscope.
National Aeronautics and Space Administration, Washington, D.C.
Pub Date- 79
Note-31p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Chemistry, Color, Instructional Materials, *Light, Science Education, *Science Equipment, Secondary Education, Secondary School Science, *Spectroscopy

Instructions accompanied by illustrations for building a low-cost demonstration spectroscope are presented. Materials and tools are pictured and labeled. Cost is estimated at five dollars (in 1980) and twelve hours of work are required to build the spectroscope. (SA)

ED 188 448 FL 011 043

Potter, Lance D., Comp. Mazzocco, Alexis, Comp.

Guide to Government Agency Programs. Resources in Bilingual Education.

National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-79

Contract-400-77-0101

Note-46p.

Available from-National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Asian Americans, *Bilingual Education, Educationally Disadvantaged, Elementary Secondary Education, Endowment Funds, Ethnic Groups, Federal Legislation, *Federal Programs, Females, *Financial Support, Grants, Hispanic Americans, Migrants, *Minority Groups, Postsecondary Education, *Public Agencies, *Resource Materials

The information presented in this guide updates A Preliminary Guide to Government Agency Programs of Interest to Language Minority Groups'' (1978). Changes resulting from 1978 and 1979 legislation have been included. Entries have been arranged according to administering agency and contain the following information: contact name and address, name of administering agency, authorizing legislation, eligible applicants, eligible population, intent of funds, regulations, form of assistance, and appropriation. (Author/AMH)

ED 188 493 FL 011 538

Duncan, Verne A. And Others
Second Languages in Oregon Schools.
Oregon State Dept. of Education, Salem.
Pub Date-79
Note-65p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, Careers, Cultural Education, Culture, Curriculum Guides, *Educational Objectives, Elementary Secondary Education, English (Second Language), Fles, Instructional Materials, Lesson Plans, Planning, *Second Language Instruction, *Second Language Learning, *Second Language Programs, *State Curriculum Guides, Teaching Guides, Testing
Identifiers-*Oregon

This guide to second language instruction is intended to help teachers implement the state's goal-based educational model. The material is presented in two parts: (1) planning instruction in second languages, and (2) performing in second languages. Part One provides information on the reasons for studying a foreign language, program and course goals by level, content matter for each level, lesson planning and sample lesson plans, and a guide to assessment activities. The second part of the document provides ideas, examples, and addresses for instructional aids, supplementary activities, tests, travel and study programs, supplementary materials, and reference books. Also included in the second part are sections on culture, careers, English as a Second Language, bilingual education, and second languages in the elementary schools. An appendix lists professional organizations for teachers of second languages. (AMH)

ED 188 514 HE 012 770

Statistical Abstract of Higher Education in North Carolina, 1979-80.

North Carolina Univ., Chapel Hill.
Pub Date-May 80
Note-223p.
Available from-General Administration, University of North Carolina, P.O. Box 2688, Chapel Hill, N.C. 27514
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-College Admission, *College Faculty, College Housing, College Libraries, *Degrees (Academic), *Educational Assessment, *Enrollment, Enrollment Trends, *Higher Education, Private Colleges, *School Statistics, State Aid, State Surveys, Statistical Analysis, Student Costs, Student Financial Aid, Tables (Data), Transfer Students, Tuition Grants
Identifiers-North Carolina

The University of North Carolina's thirteenth annual statistical abstract of higher education in North Carolina covers the entire gamut of higher education activities from enrollment data and degrees conferred to more complex analyses like the flow of student transfers among institutions. Chapters include: current enrollment; enrollment trends; undergraduate transfers; degrees conferred; faculty; library resources; costs to students; admissions; student financial; aid; student housing; and a general section covering North Carolina's Legislative Tuition Grants (NCLTG) and allocations made to North Carolina's private colleges and universities. Appendices provide sources of data and definitions of terms. Extensive tables and figures offer statistical information on chapter topics as well as other areas such as percentages of full-time instructional faculty holding a doctor's degree and percent of dormitory utilization in .North Carolina's public senior institutions, Fall 1969 through Fall 1979. (LC)

Frase, Robert W.

Collecting National and International Data on the Production of Audio, Visual, and Microform Materials.

Pub Date-Aug 79

Note-9p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids, *Data Collection, *International Programs, *Microforms, *Nonprint Media, Statistical Data

Identifiers-*Production Data, UNESCO

This paper reviews UNESCO activities for the collection of national production data of audiovisual materials and microforms and presents possible approaches to the task. UNESCO has for some years collected data on the production of printed materials, but while recognizing the need for collecting similar statistics on nonprint media, it has not yet done so. If UNESCO were to undertake the task, it would be necessary to enlist the aid of international associations and the national associations of producers of these materials. A first step would be to contract the drafting of a collection instrument (questionnaire) to include definitions and instructions in consultation with persons designated by the principal international associations concerned. Copies of report forms for microforms as specified by the new American National Standard for Compiling Microform Publishing Statistics are attached as appendices. (RAA)

ED 188 599 IR 008 453

Gadzella, Bernadette M.

A Comparison of CAI and Class Instruction Approaches on Study Skills.

Pub Date-Feb 80

Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (3rd, San Antonio, TX, February 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Conventional Instruction, Intermode Differences, *Student Attitudes, *Student Behavior, *Study Skills, Teaching Methods, Trend Analysis

A study was conducted to compare the effects of study skills instructions on students' study behaviors and attitudes when such instructions were offered through study guides, class instructions, and discussions, or via computer assisted instruction (CAI). Undergraduate students were separated into three groups which (1) read study skills guides and received instructions on these skills during regular classes; (2) received instructions on study skills through CAI; and (3) served as a control. All subjects responded to the Survey of Study Habits and Attitudes (SSHA) three times during the semester. Trend analyses on the seven SSHA measures showed no differences among the trials and interactions, and scores on the trials increased over the semester. Reverse patterns of perceptions on study habits were found for CAI and control groups. Scores for the CAI group showed upward shifts and scores for the control group showed downward shifts. Scores for the class instruction group, when compared with the CAI and control groups, did not change over the semester. It was concluded that the CAI was a superior method of providing study skills instruction when compared to the class instruction approach. (Author/CMV)

ED 188 662 JC 800 254

Statewide Inventory of Current and Intended Career Programs at Illinois Public Community Colleges, October 1979.
Illinois Community Coll. Board, Springfield.
Pub Date-Oct 79
Note-33p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Programs, *Community Colleges, Cooperative Programs, Program Development, *Regional Programs, *State Programs, State Surveys, *Statewide Planning, Technical Education, Trade and Industrial Education, Two Year Colleges, *Vocational Education

Identifiers-*Illinois

All approved occupational programs in Illinois public community colleges are listed in this inventory, as well as the occupational programs to be implemented in 1980, 1981, and 1982. A matrix identifies the colleges offering each of the occupational programs, which are listed according to Higher Education General Information Survey numbers. In addition to indicating the location of the program, the matrix also classifies the programs as: (1) district programs, which can be developed by any Illinois community college district if they are justified by employer demand, student interest, and available resources; (2) area programs, which are dependent upon the needs of a geographical area larger than a district; (3) regional programs, which serve a larger section of the State and are so specialized that no more than one would probably be approved for a region; (4) statewide programs, which are so specialized that only one or two would be approved in the State, but which would admit students from any district; and (5) cooperative programs, which are approved through contractual agreements with other institutions. If a program is proposed to be implemented in the next three years, the projected date is also indicated on the matrix. (AYC)

ED 188 681 JC 800 333

Padgett, Suzanne Thompson, Larry C.

A Survey of Professional Development in Arizona Community Colleges.

Arizona Univ., Tucson. Center for the Study of Higher Education.

Pub Date- 79

Note-19p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *Community Colleges, Compensation (Remuneration), *Faculty Development, Financial Support, *Inservice Education, Professional Development, *Program Administration, State Surveys, Teacher Motivation, Teacher Participation, Two Year Colleges

In order to identify and describe the professional development programs available at the community colleges in Arizona, the administrators of the faculty development programs at each of the state's 20 campuses were mailed a brief questionnaire; 18 questionnaires were returned. The survey revealed that there were over 2,000 faculty members at these colleges, with an average of 109 instructors per institution. Of the 18 responding colleges, 15 offered some sort of professional development program and all but one of these colleges had developed stated program goals. The average community college offered nine separate professional development experiences the most commonly offered were workshops, professional leaves, orientation, seminars, consultant programs, and funding of travel. The direction and implementation of these programs were in the hands of individuals or groups in a number of different positions. In response to a question on program funding, one respondent indicated that his/her college's program was funded through federal grants, three indicated having state support, and seven indicated that their programs were operated on local district funds. Program participation was reported to be strictly voluntary'' at 13 colleges and the most frequently mentioned type of remuneration for this participation was salary or grade increments. The questionnaire is included. (AYC)

ED 188 757 PS 011 516

Smock, Charles D., Ed.
Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-OEG-0-8-522478-4617(287)

Note-393p.; For related documents, see ED 153 905 and PS 011 510-516.
Pub Type- Reports - Research (143) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Cognitive Development, *Educational Principles, Geometric Concepts, Geometry, Guidelines, Intermediate Grades, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Models, Objectives, Primary Education, Research Needs, Secondary Education, Space
Identifiers-Euclidean Geometry, Mathemagenic Activities, Piagetian Theory, *Project Follow Through, University of Georgia

This set of five reports and one manual is a product of the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia Follow Through Program. Based on Piagetian theory, the MAP provides sequentially structured sets of curriculum materials and processes that are designed to continually challenge children in kindergarten and the first three grades who are from low income families to learn about the physical and social environments. These papers focus on aspects of mathematics instruction. A model for learning and teaching mathematics, Piaget's thinking about the development of space concepts and geometry, needed research on space concepts in the context of the Geneva research group, psychological principles for mathematical instruction, and elementary and middle school children's comprehension of Euclidian transformations are discussed individually in five reports. The sixth paper is a teacher strategy manual for mathematics instruction. In seven chapters, this manual overviews the MAP, indicates MAP rationale and principles, discusses activity teaching for active learning, provides suggestions for implementing active learning in the classroom, suggests objectives and activities for grades K - 3, explores a model of learning and instruction in mathematics, and discusses the child's conception of number. (Author/RH)

ED 188 817 RC 012 086

Neale, Laura B.

Factors Related to the Resettlement of Migrant Adults in New York State.

Pub Date-May 79

Note-152p.; Master's Thesis, State University College of New York at Brockport.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Basic Education, *Attitude Measures, Cultural Influences, Educational Attainment, Educational Attitudes, Migrant Children, *Migrant Education, Migrant Problems, *Migrants, Occupational Aspiration, Questionnaires, *Reading Achievement, *Reading Attitudes, *Relocation, Retraining, Socioeconomic Influences, Vocational Rehabilitation

Identifiers-*New York

The study explored factors related to the resettlement of migrant adults in New York State. Differences among groups of resettled, intrastate, and interstate migrant adults were analyzed in the areas of formal education received, reading achievement, attitudes toward reading, and cultural and socioeconomic factors chosen as important reasons for resettlement. Two questionnaires developed by the researcher aided in this study. Possible relationships between attitudes toward reading and reading achievement, between reading achievement and formal education, and between attitudes toward reading and sex were explored. Significant differences were reported among the three groups in years of formal education completed. Also, significant differences were reported for 18 of the 20 socioeconomic and cultural reasons for resettlement which were tested. Based on the results of the study, the researcher concluded that the majority of the 81 migrant adults sampled aspired to careers other than in agricultural labor for themselves and for their children. It was also a conclusion that they must overcome low levels of educational attainment and even lower levels of reading achievement in order to realize these goals. (Author/AN)

ED 188 877 SE 031 121

Brotherton, Sheila And Others

Congruence and Construction. Geometry Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-82p.; For related documents, see SE 031 122-129 and ED 183 395-413.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Activity Units, *Geometric Concepts, *Geometry, Laboratories, *Learning Modules, Mathematics Curriculum, Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics, Worksheets
Identifiers-*Congruent Triangles, *Constructions (Mathematics)

This is one of a series of geometry modules developed for use by secondary students in a laboratory setting. This module, intended to present a treatment of congruent triangles which is not totally axiomatic, contains six sections: (1) Draw vs. Construct; (2) Triangle Construction; (3) Arguing for Congruence; (4) Parallel Line Construction; (5) Altitudes, Medians, and Angle Bisectors; and (6) Triangle Inequalities. The module includes compass and straight-edge constructions as a tool in the investigation of triangles, which allows for the de-emphasis of the deductive system by making use of inductively drawing conclusions. The module includes teaching suggestions and activities for each section. (MK)

ED 188 951 SO 012 245

Blanc, Emile Egger, Eugene

Educational Innovations in Switzerland: Traits and Trends. Experiments and Innovations in Education, No. 33.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-78

Note-98p.

Available from-Unipub, 345 Park Avenue South, New York, NY 10010 ($5.25)

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Comparative Education, Compulsory Education, Course Content, Educational Change, *Educational Innovation, *Educational Objectives, Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, International Organizations, Mathematics Instruction, Postsecondary Education, *School Organization, Second Language Learning, *Teaching Methods, Vocational Education

Identifiers-*Switzerland

Educational innovation in Switzerland is discussed according to complexity and flexibility of educational policy, the amount and nature of innovations, and the place of Swiss educational innovations in international education. Areas in which innovations have occurred include school organization, course content, and teaching objectives and methods. Specifically, innovations encompass reorganization of the final years of compulsory education, experiments in early instruction of the second national language, modernization of mathematics instruction, reorganization of diploma level schools, and new federal laws improving vocational training. Conclusions about the impact of educational innovations are that: (1) despite the complexity of educational policy in Switzerland, the cantons welcome innovations in most fields; (2) because of the federal nature and pluralism in Switzerland, educational innovation moves slowly; (3) the economic recession and population decline should not affect innovation; and (4) Swiss educational innovation owes much to international organizations. (Author/KC)

ED 188 431 FL 010 792

Setzler, Hubert H., Jr. And Others

English Function Catalog and Rolebooks. Method for Determining Language Objectives and Criteria, Volume IV.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-167p.; Some faint, small print. For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, English, Higher Education, *Instructional Systems, Languages for Special Purposes, Language Styles, *Language Usage, Military Personnel, Occupational Information, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA

An English function catalog and rolebooks are presented as part of the communication/language objectives-based system (C/LOBS) that supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. C/LOBS was designed to develop a systematic set of procedures for determining terminal skill objectives and their supporting enabling objectives for foreign language training. Five job/duty positions and three languages were selected for field testing and system validation. The Function Catalog for English'' presents a list of common American English sentences, patterns and phrases used to accomplish each function with the six function categories. The Rolebooks for English'' provide information relating to the social dimensions of the language. The rolebooks indicate differences in the style, tone, and formality of the language used in different job situations. It is an assumption of the system that in any conversational exchange in the target language the jobholder's language behavior can be assigned to one of the six technical roles presented. The jobholder's choice of structures and vocabulary items will reflect the difference in roles. (SW)

ED 188 621 IR 008 489

Booth, Barbara

VIP Manual: Guidelines and Procedures for ERIC Vocabulary Improvement.

Educational Resources Information Center (DHEW), Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-104p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Guides, *Indexing, *Information Retrieval, Online Systems, Search Strategies, *Subject Index Terms, *Thesauri, *Vocabulary Development
Identifiers-*ERIC, Thesaurus of ERIC Descriptors

This manual was developed for use by ERIC personnel involved in the two and a half year Vocabulary Improvement Project (VIP) which culminated in the publication of the 1980 completely revised edition of the Thesaurus of ERIC Descriptors. Based on the idea that indexing is not about description of documents but about retrieval, it applies criteria derived from the capabilities of manual and online retrieval to examples of thesaural problems. Project procedures and principles for vocabulary improvement are presented in the first two sections, followed by detailed discussions of the functions and treatment of main terms, scope notes, and use/use for references. Suggestions and examples are included, and a glossary of terms is provided. Included, also, is the article Related Term Guidelines'' by Jim Houston and Meg Block, written in March 1979 as an addendum to the manual. (RAA)

ED 188 719 JC 800 425

Friedlander, Jack
Science Education in Two-Year Colleges: Economics.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Aug 80
Contract-400-78-0038
Grant-NSF-SED-77-18477
Note-86p.
Pub Type- Information Analyses (070) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Curriculum, *College Faculty, Community Colleges, Course Content, Courses, Curriculum Development, Curriculum Research, *Economics Education, Enrollment, Grading, Instructional Materials, Literature Reviews, Questionnaires, Student Attrition, Teacher Characteristics, *Teaching Methods, *Two Year Colleges

Economics education is examined as revealed by a study of science education at two-year colleges that involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative institutions, and a survey of 69 economics instructors. Each of the three parts of the report reviews pertinent literature, reports study methodology and findings, and discusses trends and implications. Part I outlines trends in economics curricula and analyzes study findings as they relate to course offerings in six disciplinary areas: introductory courses, principles of economics courses, business related, technology related, American Economics, and special topics. Also considered are prerequisites, the distribution of courses by college governance and size, and the level of economics literacy experienced at two-year colleges. Part II notes the rapid growth of the number of students taking their introductory economics course at two-year colleges, discusses the lack of published literature dealing with economics instruction at these institutions, and presents survey findings illustrating enrollment and completion rates, the various instructional modes and materials used, and the grading practices that are most often employed. Part III discusses economics faculty, their status, and the assistance available to them. Summary conclusions and recommendations, a bibliography, and the questionnaire are included. (JP)

ED 188 738 PS 011 309

Silcock, Anne Sadler, D. Royce

Young Children's Differential Perceptions of Their Parents.
Pub Date-Jan 80
Note-25p.; Paper presented at the International Congress of Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Comparative Analysis, Content Analysis, Fathers, Foreign Countries, Mothers, *Parents, *Perception, Questionnaires, *Sex Differences, *Young Children
Identifiers-*Australia

Both structured and free response questionnaires were given to 600 Australian children (100 each of 6-, 7-, and 8-year-old boys and girls) on perceptions of their parents. The free response questionnaire asked children to complete sentences beginning with the phrase Mothers are'' or the phrase Fathers are.'' The structured questionnaire consisted of 37 questions to which the children answered either M(Mother) or F(Father), depending on which parent they associated with the question. Content analysis of the children's statements was based on 12 of the 33 categories developed by Livesley and Bromley. Large discrepancies were found between the results for the two questionnaires. In particular, the structured data overemphasized the importance of negative characteristics which did not appear to be salient in the free response data. Other findings were: Two of the 15 categories, Positive Evaluation and General Personality Attributes, accounted for more than half of all the children's responses. Four categories which describe more peripheral aspects of persons Social Roles, Appearance, Physical Condition, and Effect Upon and Relations With Others accounted for 30% of the total responses. Results are also reported on sex differences and age differences in perception of fathers and of mothers. It was concluded that the free response technique has more validity as a measure of parent perception. (Author/SS)

King, Laura M. Barnett, Mark A.

The Effects of Age and Sex on Preschoolers' Helpfulness.

Pub Date-May 80
Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (St. Louis, MO, May 1-3, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Altruism, Interaction, *Preschool Children, *Prosocial Behavior, Reaction Time, *Sex Differences, Verbal Communication
Identifiers-*Helping Behavior

This paper investigates the effects of age and sex on the spontaneous helping behavior of preschool children. Forty-six middle-class children, 22 boys and 24 girls, attending school in a small city in northeastern Kansas took part in the study. Children were divided by median split into younger and older groups. Taped interactions of children with a needy confederate were rated on four measures representing various components of the broad dimension of helpfulness: (1) latency (in seconds) to the child's first clearly helpful response, (2) extent of spontaneous sharing, (3) degree of verbal and physical involvement with the confederate, and (4) extent of overall helpfulness. The average of two trained independent judges' ratings was used as the measure for each child on each of the four dimensions. Results indicate that older female preschoolers responded more quickly to the needs of a distressed confederate and received higher ratings on sharing, involvement, and overall helpfulness scales than did males or younger females. These findings suggest a developmental progression from lesser to greater helpfulness for preschool girls, but not for preschool boys, in a situation where the needy other's affective cues are salient. (Author/RH)

ED 188 835

RC 012 106

Barker, Kipp A.

Title IV: Improving Indian Education.

Pub Date-1 Jun 76

Note-23p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation, *American Indian Education, American Indian Reservations, American Indians, Boarding Schools, Community Control, Educational Change, *Educational History, *Educational Improvement, Educational Innovation, *Educational Legislation, Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, *Federal Indian Relationship, Federal Legislation, Government Role, Public Schools, Self Determination, Tribes, Trust Responsibility (Government)

Identifiers-Bureau of Indian Affairs, *Indian Education Act 1972, Native Americans

The Indian Education Act of 1972, Title IV, has improved Native American education by emphasizing Native American control; it comes after 400 years of Euro-American involvement in Indian education during which assimilation was the primary goal. In 1568 Jesuit priests began civilizing'' and Christianizing the savage'' Indians; in 1794 the first treaty containing provisions for education initiated the federal government's attempts to convert Native Americans to Euro-American ways. In 1969 a congressional subcommittee found national policies for Native American education to be overwhelmingly inadequate, and subcommittee recommendations led to the enactment of Title IV. This legislation provides grants for developing programs to meet the needs of Native American students, including adults; for preparing teachers of Native American children, with preference given to training Native people; and for research to develop effective instructional programs. In 1974, $40 million in grants was awarded to 1,050 local school districts and organizations for diverse projects, including educational radio for Chippewa Indians in North Dakota and modern technology for 5,500 students in remote Alaskan villages. Title IV does not meet all the educational needs, but it has set the precedent for Indian control and self determination in education. (JH)

ED 188 926 SE 031 438

Women in Science Career Workshop. Final Technical Report.
Clarke Coll., Dubuque, Iowa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79

Grant-SPI-78-06527
Note-26p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, Career Development, College Science, *Employed Women, *Higher Education, Science Education, *Scientists, Womens Education, *Workshops

Presented is the final report of a conference on women in science careers held in October 1978, in which 350 women students participated from 35 colleges near Dubuque, Iowa. Conference presentations and panel discussion topics are briefly summarized, and outside speakers are listed. Student evaluations are included. (CS)

ED 188 971 SO 012 663

Banfield, Beryle And Others
Winning Justice for All'': Teacher Edition.
Council on Interracial Books for Children, Inc., New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-80
Grant-G007703223
Note-118p.
Available from-Council on Interracial Books for Children, Inc., 1841 Broadway, New York, NY 10023 ($70.00 per unit containing teacher's edition, student workbook, and 3 filmstrips with cassettes)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Educational Objectives, Elementary Education, Ethnic Stereotypes, Females, Grade 5, Grade 6, Inquiry, Learning Modules, Lesson Plans, Minority Groups, *Racial Bias, *Racial Discrimination, *Sex Bias, *Sex Discrimination, Sex Stereotypes, Skill Development, *Social Studies, Teaching Guides, United States History
Identifiers-Womens Educational Equity Act

The document presents the teacher's guide for three teaching modules focusing on sexism and racism with an emphasis on women and minorities as social groups. It is part of a grade 5-6 unit which also contains a student workbook and three filmstrip/cassettes. The overall objective is to increase students' awareness of sex and race discrimination and to develop their motivation and ability to challenge institutional inequities. The guide is presented in six chapters. Chapter I introduces the modules, discussing rationale, organization, intended outcomes, skills to be developed, use of the inquiry-oriented approach, and the importance of the emotional climate of the classroom. Chapter II consists of background readings, including essays on sex stereotypes, contemporary sexism and racism, statistics on sexism and racism in the 1970s, and ten ways to analyze children's books for sexism and racism. Chapters III through V contain the three teaching modules, entitled Stereotypes and Their Uses, How Sexism and Racism Operate, and How to Fight Sexism and Racism. Each module is divided into twelve lessons organized around a single concept. The lesson states the idea, obectives, teacher preparation needed, and time allotment, and suggests teaching procedure, activities, and sometimes extension activities. Replicas of student activity sheets are included. The final lesson in each module contains discussion questions and the script for the filmstrip/cassette. The final chapter offers two annotated bibliographies, one for teachers and for students. (CK)

ED 188 468 FL 011 468

Modern Standard Arabic: Aural Comprehension Course. Volume I: Lessons 1-8.
Defense Language Inst., Monterey, Calif.
Pub Date-75
Note-192p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.15; cassettes $12.80)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Nouns, Pattern Drills (Language), Phrase Structure, Postsecondary Education, *Second Language Instruction, Sentences, Speech Instruction, Uncommonly Taught Languages, Vocabulary Skills

The first of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. In each lesson grammatical patterns and vocabulary are taught through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This particular volume presents indefinite nouns, equational sentences, yes-or-no questions, dual-choice questions, case, gender, nunation, demonstrative and noun-adjective phrases, and pronominal suffixes. (AMH)

Webster, David S.

The Ph.D. Job Shortage, and Some Responses University Administrators Might Make to It.

Pub Date-May 80
Note-36p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, College Administration, *Doctoral Degrees, Doctoral Programs, *Education Work Relationship, *Employment Opportunities, Employment Projections, Graduate Study, Higher Education, Labor Economics, Labor Market, Labor Needs, *Labor Supply, Literature Reviews, *Policy Formation, Teacher Supply and Demand, Trend Analysis

Recent literature that suggests policies university officials might adopt to bring Ph.D. supply and demand into some equilibrium is reviewed. Some literature documenting the present oversupply of new Ph.D.s and some supply and demand forecasts concerning the market for new Ph.D.s in the next 15 years are briefly reviewed. Predictions that were made between 1950 and 1970 of expected Ph.D. supply and demand during the 1970s are also examined to assess the success that forecasters have had. Among the policy options open to university faculty and administrators to control the oversupply of Ph.D.s are the following: (1) do little or nothing, and let market interactions bring supply and demand into equilibrium; (2) limit the number of Ph.D.s produced by controlling the number of universities/departments offering the degree or the number of students admitted/retained; (3) change faculty personnel policies to increase demand for new Ph.D.s; (4) revise Ph.D. programs; and (5) find new employment opportunities for Ph.D.s. A bibliography is included. (SW)

Donald, Janet G. Shore, Bruce M.

Annotated Index to Pedagogical Services in Canadian Colleges and Universities.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date-76

Note-99p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Educational Resources, *Faculty Development, Higher Education, Information Sources, *Institutes (Training Programs), Instructional Improvement, Research and Instruction Units, Resource Centers, Student Teacher Relationship, *Teacher Centers, *Teacher Education Programs, *Teacher Improvement

Centers and offices that promote the improvement of learning and teaching in higher education are presented in this annotated version of the directory of pedagogical services in Canadian universities and colleges. The introductory section examines: (1) establishment of pedagogical services, (2) goals and objectives of the services that center on the focus of the services, research and experimentation, curriculum development and educational goals, information, and course design and evaluation, (3) principal activities of the services, (4) publications, and (5) funding. Remaining sections contain: an annotated directory of pedagogical services in colleges and universities; an unannotated list of pedagogical services in colleges and universities; a regional directory of pedagogical services in colleges and universities; an annotated directory of other pedagogical services and related organizations; publications of pedagogical services; and an alphabetical directory of all pedagogical services described in this publication. (LC)

ED 188 701 JC 800 394

McCullough, K. Owen, Ed.

Proceedings: Conference on the Community/Junior College (University of Tennessee, Knoxville, Tennessee, April 25-26, 1975).

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date-26 Apr 75

Note-59p.

Available from-Bureau of Educational Research, University of Tennessee, Knoxville, TN 37916 ($2.00)

Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Colleges, Criterion Referenced Tests, *Evaluation, *Evaluation Criteria, *Evaluation Methods, Evaluators, Information Utilization, Measurement Objectives, Models, Nontraditional Education, Norm Referenced Tests, Program Evaluation, Test Bias, *Testing

Identifiers-Domain Referenced Tests

The 1975 Community/Junior College Conference sought to define and describe evaluation, discuss measuring devices, and underscore the ethical reasons for fair evaluation. William P. Gorth began by discussing the purpose of evaluation to provide data to a specified decision-maker for decision-making and the implications which could be drawn from that basic purpose. He enumerated the 12 steps in an evaluation cycle and provided a hypothetical example. He considered the roles of the evaluator and the decision-maker, contrasted generalized and specialized evaluation, and established what evaluation is not. Next, Peter E. Schriber discussed testing and its place in the process of evaluation. He concentrated on norm-referenced, criterion-referenced, and domain-referenced testing and their different uses, construction, and relation to the content domain. Eva L. Baker placed evaluation in the context of higher education and presented specific means of improving it to provide better and fairer evaluation data. Finally, Richard G. Allan addressed the issue of evaluating non-traditional programs. He described several hypothetical programs, alternatives for program evaluation, and criteria for determining which evaluation method is most appropriate to the particular program. The conference proceedings include a roster of participants. (AYC)

ED 188 800 RC 012 051

Bradshaw, Ted K.

The Rural Advanced Industrial Society: Social and Economic Change.

California Univ., Berkeley. Inst. of Governmental Studies.; California Univ., Davis. Agricultural Experiment Station.

Spons Agency-Department of Agriculture, Washington, D.C.

Pub Date-Aug 79

Note-35p.; Paper presented at the annual meeting of the American Sociological Association (Boston, MA, August, 1979).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Economic Change, Educational Change, Employment Opportunities, *Industrialization, Local Government, Postsecondary Education, Rural Areas, *Rural Development, Rural Education, Service Occupations, *Social Change, *Technological Advancement, *Urban to Rural Migration

Identifiers-*Interdependence, Nonmetropolitan Areas

The decline of rural areas caused by agricultural mechanization may now have run its course with the rise of post- or advanced-industrialism which is offering a new set of opportunities and problems for the development of many rural areas. Instead of the pastoral subsistence farm of the past, rural America is becoming primarily non-agricultural with employment in service industries increasing to nearly 70%. High technology manufacturing is locating in rural areas because it does not need to be near natural resources or energy and because rural locations offer desirable life style options to highly skilled employees. Rural educational opportunities are improving especially at the post-secondary and adult levels. While these changes offer rural areas the potential to break out of the cycle of rural poverty, they create new problems of interdependence which affect local government. Rural advanced industrialism may be found in all states, but is concentrated in the 16 most developed states; together these states have 22.8% of the U.S. nonmetropolitan population. (Author)

ED 188 853 RC 012 135

Brown, George H. And Others
The Condition of Education for Hispanic Americans.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.-NCES-80-303
Pub Date-Feb 80
Note-279p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (available in English or Spanish)
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Academic Achievement, Adult Education, Cubans, Degrees (Academic), *Demography, *Educational Attainment, *Educational Status Comparison, Elementary Secondary Education, Employment Statistics, Enrollment Trends, Financial Problems, Higher Education, *Hispanic Americans, Language Usage, Mexican Americans, *National Surveys, Outcomes of Education, Postsecondary Education, Puerto Ricans, Socioeconomic Status, Statistical Surveys, Student Attitudes, Student Attrition, Unemployment
Identifiers-Puerto Rico, *United States

Organized into 4 chapters, the report provides tabular data portraying the educational condition for about 12 million Hispanic Americans in the United States, and shows how Hispanics compare with the majority population on various measures of educational participation and achievement. Providing an overview of Hispanic Americans in the U.S., Chapter 1 discusses the problems of defining Hispanics and Hispanic subgroups, and presents general information on such characteristics as size of the Hispanic population, age and geographical distribution, and school enrollment status. Concerned with elementary and secondary education, Chapter 2 covers such topics as enrollment rates, characteristics of high school students, and school noncompletion. This chapter concludes with a brief description of education in Puerto Rico. Covering postsecondary education, Chapter 3 includes tabular data on such topics as enrollment, degrees awarded, and characteristics of students. Portraying the status in American society of Hispanic teenagers and adults as related to their previous level of education, Chapter 4 covers such topics as employment by broad occupational category, unemployment rates, post-high school experiences, and income levels. Throughout the report, data on Hispanics are compared with data on non-Hispanics to provide an interpretative context. (Author/NQ)

ED 188 901 SE 031 209

Armstrong, Richard And Others

CSMP Mathematics for the Intermediate Grades, Part VI, Teacher's Guide: General Introduction, The World of Numbers, Workbooks, The Languages of Strings and Arrows, Geometry and Measurement, Probability and Statistics. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Note-807p.; For related documents, see SE 031 204-210 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and activities which may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Algorithms, Diagrams, Elementary Education, *Elementary School Mathematics, Geometric Concepts, Grade 6, *Lesson Plans, Manipulative Materials, *Mathematics Curriculum, *Mathematics Instruction, Measurement, Number Concepts, Number Systems, Probability, Statistics, *Teaching Methods, Worksheets
Identifiers-*Comprehensive School Mathematics Program

This two-volume teacher's guide is to be used with a second-semester, sixth-grade mathematics program. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer''). This two-volume set contains six sections: (1) General Introduction; (2) World of Whole Numbers; (3) Languages of Strings and Arrows; (4) Geometry and Measurement; (5) Probability and Statistics; and (6) Workbooks. Each section has its own table of contents. Suggestions for planning and conducting lessons that include lesson descriptions, suggestions on the use of worksheets and manipulative materials, and general remarks relating to certain sequences of lessons are also included. (Author/MK)

ED 188 990 SO 012 685

Parker, Letitia M.

The Akan and the Manding. An Instructional Unit for Third Grade.

Illinois Univ., Urbana. African Studies Program.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 78
Note-31p.; For related documents, see SO 012 684-703.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*African Culture, *Akan, *Area Studies, *Cultural Awareness, Educational Objectives, Elementary Education, Ethnic Distribution, Evaluation Criteria, Folk Culture, Grade 3, Instructional Materials, Learning Activities, *Mandingo, Minicourses, Resource Materials, Social Studies, Teacher Developed Materials, Teaching Guides, *Tribes, Units of Study
Identifiers-*Africa

This teaching guide provides objectives, activities, resources, and evaluation criteria for a four-week minicourse on the Akan and Manding tribes of Africa. It is intended for use by third grade classroom teachers as they develop and implement African area studies programs. The objective is to help students overcome negative attitudes toward Africa and African heritage by exposing them to positive aspects of African culture in a classroom setting. The instructional guide is the product of a summer workshop for teachers on African curriculum development. Ten lesson plans are presented. Topics include African geography, stereotypes, distribution of Akan and Manding ethnic groups throughout Africa, and cultural and social organization of Akan and Manding people. Students are involved in a variety of activities including working with maps and globes, playing word association games, role playing, discussing issues in class, preparing Akan and Manding food, analyzing folk tales, and listening and dancing to African music. For each lesson, information is presented on objectives, basic skills, materials, time required, activities, resources, and evaluation. (DB)

ED 188 449 FL 011 061

Eckman, Fred R., Ed. Hastings, Ashley J., Ed.
Studies in First and Second Language Acquisition.
Pub Date-79
Note-256p.
Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($13.95)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Arabic, Bilingualism, *Child Language, *Cognitive Development, Comparative Analysis, English (Second Language), French, German, Grammar, Japanese, *Language Acquisition, *Language Processing, Language Research, *Learning Processes, Nonstandard Dialects, Parent Child Relationship, Pronouns, Psycholinguistics, Research Methodology, *Second Language Instruction, *Second Language Learning, Sign Language, Spanish Speaking, Standard Spoken Usage, Stress (Phonology), Suprasegmentals, Verbs
Identifiers-Prepositions

Papers presented at a 1977 symposium on language acquisition held at the University of Wisconsin/Milwaukee are included. Contents are as follows: Assumptions, Methods and Goals in Language Acquisition Research'' (Sheldon); The Mother as LAD: Interaction between Order and Frequency of Parental Input and Child Production'' (Forner); Stress Acquisition: The Role of Homogeneous Rules'' (Roeper, Stack, and Carlson); The Acquisition of Perception Verb Complements'' (Goodluck and Roeper); The Acquisition of Tough Movement'' (Solan); Children's Interpretation of Reflexive Pronouns in English'' (Read and Hare); The Acquisition of Ask and Tell Structures by Arabic Speaking Children'' (Aller, Aller, and Maloue-Saad); The Structure of Coordination in Children's First Language Acquisition of Japanese'' (Lust and Wakayama); The Acquisition of Action Representations in American Sign Language'' (Steyaert and Ellenberger); The Comparative Study of First and Second Language Acquisition'' (Spolsky); Linguistic Input in First and Second Language Learning'' (Gaies); Acquisition of English Prepositions by Monolingual and Bilingual (French/English) Ontarian Students'' (Mougeon, Canale, and Carroll); The Developmental Aspects of Second Language Acquisition Revisited'' (Rey); The Acquisition of German as a Second Language'' (Keel); Two Birds with One Stone: Teaching a Standard Dialect to Mixed Classes'' (Cortina and Myers); and Teaching English Suprasegmentals to Spanish Speakers'' (Chela de Rodriguez). (SW)

ED 188 494 FL 011 541

Soviet American Glossary.
General Services Administration, Washington, D.C.
Pub Date- 79
Note-95p.; Page 95 is omitted because of poor reproducibility.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No. 022-000-00175-2, $2.40)
Language-English; Russian
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Building Trades, *Construction Industry, Definitions, *Glossaries, Metric System, *North American English, *Russian, Translation, Vocabulary

This is a glossary of Russian and English terms related to building design and construction. It is intended for use by interpreters and specialists dealing with American and Soviet literature on buildings. The glossary consists of two parts: the Soviet-American section, which presents the Soviet terms written in Russian and the American equivalent or an Americanized equivalent, and the definition; and an American-Soviet section, which has the American term written in English with the best Russian equivalent, and the definition. The glossary also contains appendices with lists of standard abbreviations for both American and Soviet literature and an English/Metric conversion table. The Soviet-American portion contains a special section which cross references all the literal translations and American equivalents. (Author/AMH)

ED 188 515 HE 012 776

Astin, Alexander W. Scherrei, Rita A.

Maximizing Leadership Effectiveness. Impact of Administrative Style on Faculty and Students.

Pub Date-80

Note-238p.

Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($13.95)

Pub Type- Reports - Research (143) - Books (010) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-Administrator Attitudes, *Administrator Characteristics, Administrator Evaluation, *College Administration, *College Environment, *College Presidents, Faculty College Relationship, Higher Education, Interprofessional Relationship, Leadership Responsibility, *Leadership Styles, National Surveys, Participant Satisfaction, Research, Student Attitudes, Student Behavior, Student College Relationship, Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior

The effect of the managerial style of a college's administrative team on student and faculty behaviors is examined. Reported are the findings of a five-year nationwide study that collected data on the style of administrations at each of 49 colleges and universities and information on the degree of student and faculty satisfaction and involvement at each institution. Four principal types of college and university presidents emerged (the bureaucrat, the intellectual, the egalitarian, and the counselor) and five major styles of administration (hierarchical, humanistic, entrepreneurial, insecure, and task-oriented). Chapters discuss: assessing administrative impacts; profiles of senior academic officers; presidential and administrative styles; leadership impact on faculty and students; implications for practice; and proposals for change in college administrations. Appendices include sample questionnaires, coding scheme for faculty responses, and detailed profiles of chief administrators. Among the several conclusions reached were that colleges with intellectual presidents usually show more faculty time spent on research; colleges with egalitarian presidents report student satisfaction with curriculum counseling and with the accessibility of faculty members generally. It is suggested that a student-oriented approach to administration and planning results in effective leadership. References and an index are provided. (LC)

ED 188 576 IR 008 340

Johansen, Anna

AV Media in Library Legislation.

Pub Date-Aug 79
Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Aids, Foreign Countries, *Legislation, *Libraries, *Library Collections, Library Materials, *Nonprint Media, Public Libraries, School Libraries
Identifiers-*Scandinavia

This review of the manner in which audiovisual materials are treated in current national library legislation in the Scandinavian countries examines public library legislation enacted in Denmark, Norway, and Finland, and school library legislation in Denmark in terms of their provision for and funding of audiovisual materials. Basic considerations for library legislation concerned with library collections are suggested. (RAA)

Walling, Victor C., Jr. And Others
Educational Implications of In-Home Electronic Technology. Research Memorandum 33.
SRI International, Menlo Park, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-31 May 79
Note-72p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Innovation, *Educational Technology, *Educational Trends, *Electronics, Federal Government, Federal Regulation, Government Role, *Home Instruction, Needs Assessment

This study identifies and assesses the potential impact of new electronic technologies on education in private homes, and looks beyond immediate incremental changes to broader, more subtle, complex, or threatening changes that may require attention from federal policymakers. Some educational implications are discussed: (1) equality of access to high quality education, including opportunity for the disadvantaged and handicapped; (2) the organization of education in society, including local school finance, private schools, alternative education, and national education resources; and (3) the Federal role, with sections discussing monitoring and research, planning and policy making, and support for capacity building. The appendices provide discussions of the in-home educational needs of poor and low motivated students and the handicapped, trends in developing and marketing new technology with in-home educational potential, and current federal activities related to in-home educational technology. (CMV)

Ryan, T. Antoinette, Ed.
Applying Systems Research in Education.
Hawaii Univ., Honolulu.
Pub Date-Oct 75
Note-100p.; Seven papers presented to the Special Interest Group on Systems Research, American Educational Research Association (Washington, DC, March 30-April 2, 1975). Some tables may not reproduce.
Pub Type- Reports - Research (143) - Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Decision Making, *Educational Administration, Educational Legislation, *Educational Planning, *Learning Processes, *Models, Systems Analysis, *Systems Approach

This publication brings together seven papers exemplifying the systems approach to educational decision making. The first discusses the need for inclusion of constituent values in educational decision making strategies to properly apply systems theory concepts. In the second, which addresses systems design for problem solving in schools, recommendations are presented for the school staff to more effectively cope with change and the change process. The third discusses a model of seven functions in the passage and implementation of school law to facilitate special education legislation. A dissemination model known as MOD, designed to determine the process by which an intermediate state agency could act as a linking agent between developers and classroom users of educational products, is described in the fourth paper. The fifth presents a systems view of learning focused education, defines LFE, develops a systems model, and presents a learner system. In the sixth, the three major elements of a career education delivery system are defined and the relationships among the planning, implementing, and evaluating activities are developed. The final paper discusses educational program evaluation and shows the value of system design in method selection and the analysis and interpretation of data. (Author/RAA)

ED 188 644 JC 790 561

Bennett, John E., Ed.

Building Volunteer Support for the Two-Year College: How-to Information on Fund Raising, Community Relations, News/Information, and Government Relations. A CASE Handbook.

Council for the Advancement and Support of Education, Washington, D.C.

Pub Date-Apr 79

Note-157p.

Available from-CASE Publications Order Department, Council for Advancement and Support of Education, 621 Duke St., Alexandria, VA 22314 ($14.50)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alumni Associations, Bond Issues, Cable Television, College Presidents, *Community Colleges, *Community Support, Financial Support, *Fund Raising, Grantsmanship, Information Dissemination, Needs Assessment, *Philanthropic Foundations, Private Financial Support, Program Administration, Proposal Writing, Public Relations, *School Community Relationship, Shared Facilities, State Aid, Two Year Colleges, Volunteers

This three-part handbook presents 22 articles dealing with the implementation and operation of fund-raising and community support programs for two-year colleges. Part I outlines the reasons for developing sources of private funds and provides information on the establishment and use of foundations, the administrative organization of fund-raising activities, the types and sources of donations, and the methods of writing effective proposals for funds from state and/or private agencies. Part II discusses community relations activities in terms of: (1) public relations efforts, (2) the establishment of volunteer programs, (3) the development of the goodwill of community leaders, (4) the establishment and implementation of needs assessment procedures, (5) the involvement of faculty and staff in a college speakers bureau which would provide presenters for community group meetings, (6) the use of cable television in public relations, (7) the expansion of the availability of college facilities to the community, (8) the provision of information about job opportunities relative to college programs, (9) the college president's role, and (10) activities to help influence bond elections. Part III presents the alumni community as a source of financial support and includes a discussion of the planning and implementation of effective alumni telephone campaigns. (JP)

Kohl, Peggy L. And Others
Illinois Public Community Colleges Faculty and Administrative Salary Survey: Fall 1979.
Illinois Community Coll. Board, Springfield.
Pub Date-Nov 79
Note-45p.; Several tables have been deleted due to irreproducibility
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrators, *College Faculty, *Community Colleges, Contract Salaries, Degrees (Academic), Employment Patterns, Faculty Organizations, Fringe Benefits, Full Time Faculty, Health Insurance, Overtime, Part Time Faculty, Salaries, State Surveys, *Teacher Salaries, Two Year Colleges
Identifiers-*Illinois

In October 1979, a study was conducted to collect information about faculty and administrative salaries in Illinois community colleges for use by State agencies in justifying budget requests and by colleges in determining salaries for the coming years. The survey focused on the number of full- and part-time faculty, faculty salaries based on actual contracts, faculty salaries from salary schedules, part-time faculty salary rates, overload salary rates, total fiscal year (W-2 type) faculty salaries, average faculty load information, faculty organizations, employment benefits, and salaries of key administrators. The survey revealed that the state average of the mean academic year contractual salaries actually paid to full-time faculty was $18,849 during 1979-80; the average 12-month salary was $20,289. According to salary schedules, instructors with a Master's Degree earned from $12,227 to $24,402, depending upon their years of experience. Part-time faculty salary rates ranged from $185 to $315 per course semester hour, averaging $240 during the fall 1979 term. The average overload rate for full-time faculty was $332 per course semester hour. The number of part-time teaching faculty increased by 0.4% to 10,266, while the number of full-time faculty decreased 0.6% to 4,935. Statewide and college data and the questionnaire are included in the study report. (AYC)

ED 188 682 JC 800 336

Moore, Kathryn M.

A Study of Two-Year College Women in New York City: Characteristics, Career Determinants, and Perceptions.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Pub Date-May 77

Note-73p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Choice, Career Counseling, *Community Colleges, Counseling Services, Family Life, *Females, *Majors (Students), Marriage, Nontraditional Occupations, Occupational Aspiration, Questionnaires, School Counselors, School Surveys, Socioeconomic Background, Student Attitudes, *Student Characteristics, Student Educational Objectives, *Student Motivation, Two Year Colleges

Identifiers-New York (New York)

As part of a research project designed to provide counselors and student personnel administrators with information relevant to career and curriculum planning needs, a survey of 1,007 women and 784 men at four two-year colleges in New York City was conducted to determine their characteristics (with particular emphasis on the women) and to identify the factors which influence women's career decisions. The survey instrument, which was administered in class, solicited information on: age; marital status; race; citizenship; parents' life situation, educational attainment, and occupation; residence; college attended; class and full-/part-time status; college finances; employment; majors; pre-college activity; reasons for college choice; occupational choice and salient factors in career choice; plans for the future with regard to work pattern, salary, employer, ease in finding a job, job-hunting techniques, residence, marriage, and family. The men who were surveyed were asked if they expected their wives to work, especially after having children. In addition, students were asked about their experiences with counselors and faculty advisors, and about problems they had experienced at college. The study report examines the lack of research related to women at two-year colleges and analyzes study findings with special emphasis on women students who chose non-traditional careers. (JP)

Avena, J. Richard And Others

Texas: The State of Civil Rights. Ten Years Later, 1968-1978.

Texas State Advisory Committee to the U.S. Commission on Civil Rights, Austin.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 80
Note-80p.; For related documents, see RC 012 087-90. Small type may be marginally legible.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 005-000-00232-0).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Blacks, Case Studies, *Citizen Participation, City Government, *Civil Rights, Employment Level, Employment Practices, *Females, Judges, Justice, Local Government, *Mexican Americans, Military Personnel, Minority Groups, Political Power, *Power Structure, State Government, State History
Identifiers-*Texas, Texas (San Antonio)

It has frequently been said that the past decade has been one of major advances for Black and Mexican American Texans. A study by the Texas Advisory Committee to the U.S. Commission on Civil Rights reported that, to the contrary, Texas, at all governmental levels, consistently underemployed, underrepresented, underutilized and underestimated minorities and women. The study centered on minority and female participation in the educational process; employment at the city, county, state, and federal levels; political participation; and the administration of justice. Because of the state's size and diversity, analysis was directed to the north, south, west, east, central, and Panhandle-High Plains regions of Texas. Among the conclusions drawn were: (1) while minorities were frequently employed in rough equivalence to their percentage of the population, both in terms of responsibility and salary they were almost always concentrated in the lowest levels; (2) educational decisions at all levels were almost exclusively in the hands of Anglo males; (3) Anglo males had dominated upwards of 90 to 100 percent of elected positions at all levels; and (4) minority groups were represented in very small numbers among those who actually enforced Texas laws, a pattern particularly disturbing among the state's judiciary. Part Four of a larger report submitted by the Committee, this document summarizes all the study findings. The document ends with a case study of San Antonio which provides an in-depth look at the involvement of minority group members and women in policy making and decision making roles of selected agencies/institutions. (Author/DS)

ED 188 878 SE 031 122

Brotherton, Sheila And Others

Coordinate Geometry. Geometry Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Grant-NSF-GW-7720

Note-74p.; For related documents, see SE 031 121-129 and ED 183 395-413.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Activity Units, *Analytic Geometry, Educational Objectives, *Geometric Concepts, Geometry, Laboratories, *Learning Modules, Mathematics Curriculum, *Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics, Teaching Methods, Worksheets

This is one of a series of geometry modules developed for use by secondary students in a laboratory setting. This module includes: (1) Pythagorean Theorem (with review of radicals); (2) Basic Coordinate Geometry (distance and midpoint, slope, slope of parallels and perpendiculars, and equation of a line); (3) Selecting Coordinates; (4) Coordinate Proofs; and (5) Linear Inequalities, Non-negative Constraints, Linear Programming (optional). In addition to the activity sheets, a statement of objectives, teaching suggestions, and exercise answers are included. (MK)

ED 188 927 SE 031 443

Reviews of Data on Science Resources, No. 36. Employment Characteristics of Recent Science and Engineering Graduates: The Effects of Work Experience, Advanced Degrees, and Business Cycles.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-80-311

Pub Date-May 80

Note-13p.; Not available in hard copy due to marginal legibility of original document.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Business Cycles, *College Graduates, Economic Climate, *Employment, *Engineering Education, Graduate Study, *Higher Education, Labor Market, *Salaries, *Science Education, Sciences, Undergraduate Study

Presented is a summary of the employment characteristics of recent science and engineering (S/E) graduates, based upon information collected in surveys of recent recipients in S/E fields. Findings reported in this study are based on survey data collected between 1974 and 1978. Charts and tables present in graph form information concerning the status in 1978 of S/E bachelor's degree recipients of 1972; the effects of work experience on labor market performance; the effects of advanced degrees on labor market performance; graduate education and salary; labor force participation rates; unemployment and employment rates of S/E bachelor's and master's degree recipients by field of degree and sex; and numbers of S/E degree recipients enrolled full-time in graduate school. Discussed are aspects of postgraduate and labor market behavior concentrating on two issues: (1) the acquisition of skill and its consequences for labor market performance; and (2) the effects of changes in the economic environment on labor market performance and graduate school enrollment. (CS)

ED 188 952 SO 012 460

Herrold, Rebecca

Introduction to Opera: A Guide for the Instructor.

Pub Date- 71

Note-51p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Objectives, Higher Education, Learning Activities, *Musical Composition, *Music Education, *Music Techniques, *Opera, Teaching Guides, Teaching Methods, Undergraduate Study

A guide for teaching the essential musical elements of opera to undergraduate students is provided. The course centers around The Marriage of Figaro'' by Mozart. It is presented in four sections. In section I, students investigate type casting of opera singers in terms of the ranges of their voices. Students learn to differentiate coloratura, lyric, and dramatic soprano; mezzo soprano; contralto; tenor; baritone; and bass. Section II focuses on the opera conposer's musical language. Students examine musical analogies, associations, and imitations. When listening to musical scores, students are required to locate examples of operatic analogies. Written definitional assignments are also included. Section III investigates the use of ensemble in opera. The ensemble allows two or more characters to sing simultaneously, thereby expressing two or more emotions to the audience. Students identify ensembles in The Marriage of Figaro,'' La Boheme,'' Madame Butterfly,'' Don Giovanni,'' Rigoletto,'' and Amahl and the Night Visitors.'' In the final section students analyze musical form in opera. Balance, symmetry, and contrast through statement/counterstatement, arrival and departure, and repetition and variation are studied. A list of appropriate readings and suggested questions and activities are included in each section. (KC)

ED 188 469 FL 011 469

Modern Standard Arabic: Aural Comprehension Course. Volume II: Lessons 9-16.

Defense Language Inst., Monterey, Calif.

Pub Date-75

Note-207p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.30; cassettes $12.80)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adjectives, Adult Education, *Arabic, *Audiolingual Methods, Case (Grammar), Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Nouns, Pattern Drills (Language), Plurals, Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Vocabulary Skills

The second of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. In each lesson grammatical patterns and vocabulary are taught through explanations, vocabulary lists, dialogues, audiolingual drills, question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals with plurals, the accusative case, some prepositions, the numerals 1-10 and the elative form of adjectives. (AMH)

ED 188 555 HE 012 908

Barnes, Carol P.

Questioning: The Untapped Resource.

Pub Date-Apr 80
Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Opinion Papers (120) - Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Communication, *College Faculty, *College Instruction, Faculty Development, Higher Education, Intellectual Development, Learning Processes, *Questioning Techniques, Student Participation, *Student Teacher Relationship, *Teaching Methods

The questioning behavior of college faculty is descriptively analyzed. The cognitive levels of questioning patterns of professors are described and the differences in these levels and patterns are examined across the variables of institution size (small or large), sector (public or private), course level (beginning or advanced), and discipline (humanities/social sciences/arts or science/mathematics/engineering). Relationships between the cognitive level of the professor's question and the overall cognitive levels of both the professors and students are analyzed. The sample included 40 professors in four institutions. Four audio tapes were made per professor in the course of a semester. The tapes were analyzed according to the Amidon Multiple Category System, the Florida Taxonomy of Cognitive Behavior, and the Aschner-Gallagher System. Statistical analyses of the results revealed that many of the classes were void of intellectual interchange between faculty and students, and lacked vigor. It is proposed that the technique of questioning is potentially more useful, and that faculty development programs could include training in this technique. (Author/MSE)

ED 188 720 JC 800 427

Proceedings: Conference on the Community/Junior College (University of Tennessee, Knoxville, May 3-4, 1973).

Tennessee State Board of Regents, Nashville.; Tennessee State Dept. of Education, Nashville.; Tennessee Univ., Knoxville. Coll. of Education.
Pub Date-4 May 73
Note-46p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, College Faculty, *Community Colleges, *Community Services, *Continuing Education, *Educational Innovation, Educational Technology, Instructional Innovation, Outreach Programs, Two Year Colleges, Two Year College Students, *Vocational Education

The theme of the third annual University of Tennessee Conference on the Community/Junior College was the expanding campus.'' William M. Boast began by identifying some of the changes that had occurred in postsecondary education since 1945 and then recognized three trends in education today toward greater humanization in education, toward a greater emphasis on the applied and the functional, and toward an increased use of electronic technology in delivering educational services. Frank G. Dickey considered the changing domain of the faculty and the new responsibilities which instructors must take on to provide successful community service and outreach programs. Francis Keppel focused on the changing interests and characteristics of the community college student and underscored the importance of creating new and flexible programs to meet their needs. He suggested that dividing disciplines into core units and determining what combination of units or modules meets a particular individual's objectives would provide this needed flexibility. Finally, three conference summaries were presented: Linda C. Brasfield focused on the adult and continuing education aspect of the conference, Robert L. White on career education, and William H. Coffield on community service. The proceedings include a list of conference participants. (AYC)

Marcus, Robert F. Roke, Edward J.

The Specificity of Empathic Responses in Young Children.

Maryland Univ., College Park. Inst. for Child Study.
Pub Date-Apr 80
Note-15p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperation, Cross Sectional Studies, Emotional Experience, *Emotional Response, *Empathy, Fear, *Perspective Taking, *Preschool Children, *Prosocial Behavior, *Psychological Patterns
Identifiers-Anger, Feshbach and Roe Situational Test of Empathy, Happiness, Sadness

Empathy as a personality variable and as related to social behavior in young children has not been examined for its specificity with regard to various affect classes but has generally been treated as a global response to all affect classes. Three kinds of evidence relative to the specificity of empathic responses are analyzed: (1) correlations between empathic responses to four affect classes (happiness, sadness, anger, and fear); (2) a comparison of the empathic responses of 3- and 4-year-olds to the affect classes and (3) correlations between cooperative social behavior and the empathic sensitivity to the four affect classes. The experience of positive feelings in response to others' happiness appears distinct from the responses to the affective states of anger, fear or sadness, both as it appears developmentally and as it relates to social behavior. (Author/DB)

ED 188 758 PS 011 517

Copple, Carol E. And Others

The Emergence of Representational Awareness: An Examination of Children's Comments As They Draw.

Pub Date-Apr 80

Note-22p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, *Freehand Drawing, *Group Dynamics, *Perception, Perspective Taking, *Preschool Children, *Verbal Communication

Identifiers-Flavell (J), *Representational Awareness

The purpose of this study is to identify dimensions of children's representational awareness as revealed by their verbalizations while drawing in a group situation. Subjects were 76 middle-class children in five preschool classes. Drawing sessions were audiotaped and observed by a non-participating adult who took notes and later transcribed the tapes. The experimenter provided children with magic markers and paper and talked with them about a familiar, experience-based topic which she asked them to draw. Initial data were gathered with the experimenter present in a small room adjacent to the classroom. To test for experimenter effects, subsequent data were collected in the classroom by placing a microphone on the table where the drawing materials were. Children's talk was categorized in terms of six features: (1) possibility/need for likeness; (2) possibility/limitation of drawings in conveying information; (3) possibility of exercising selection/discretion in drawing; (4) possibility of altering reality in drawing; (5) possibility of drawing objects or events in various states, forms or positions; and (6) difficulty of conveying certain aspects in drawing. The second category is discussed in detail in terms of Flavell's analysis of perspective-taking. Findings of this study suggest that children have considerable awareness of a variety of aspects of the nature of drawing. Examples of the children's comments are included. (Author/RH)

ED 188 780 PS 011 567

Edwards, Carolyn S.

Users' Guide to USDA Estimates of the Cost of Raising a Child.

Science and Education Administration (DOA), Hyattsville, Md.
Pub Date-79
Note-28p.
Pub Type- Numerical/Quantitative Data (110) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Groups, *Child Rearing, *Cost Estimates, *Differences, Guidelines, Income, *Regional Characteristics, Tables (Data)
Identifiers-*Department of Agriculture

In this article, estimates of the cost of raising a child, that are available from the U.S. Department of Agriculture, are described; the most widely requested estimates updated to current price levels are provided; and the most frequently asked questions about the use and interpretation of these estimates are answered. Information on additional materials of interest to users of the estimates are also described. Tables are provided on the annual cost of raising an urban child from birth to age 18, in different regions and economic levels (economy, low, and moderate cost) for the years 1960-1979; food plans drawn up according to family size and income for 1978; and consumer price index data for updating and backdating cost estimates of child rearing. (SS)

Fine, Mike

The Institution of Carlisle School: A Microcosm of 500 Years of Indian Policy.

Pub Date-24 May 77
Note-35p.
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation, *American Indian Education, Boarding Schools, Ethnic Discrimination, *Ethnocentrism, Federal Government, *Federal Indian Relationship, Federal Programs, *Policy, Proctoring, Sociocultural Patterns, Trust Responsibility (Government), *United States History
Identifiers-*Carlisle Indian Boarding School PA, Paternalism, *Pratt (Richard)

The history of the Carlisle Indian Boarding School is a microcosm of 500 years of Indian policy. Established through the efforts of career military man Richard Pratt in 1879, the school symbolized the emerging view of assimilation, an important change from earlier attempts at genocide and prior militant attitudes towards the Indians. Long interested in Indian education, Pratt established the school's goal of assimilative education and sought to achieve it by totally immersing Indian students in the white world. He changed the name, appearance, language, clothes, and manners of every student through a three-phase program of work programs, European classroom instruction and shop education, and a live-in program with white American families. The initial supposed success of Carlisle led to the government's founding of 25 more off-reservation boarding schools. White-Indian relations, federal Indian policies, and Pratt's own Indian theories were prevailing elements in the school's history, the latter in particular leading to the demise of Carlisle as Pratt differed openly with President Roosevelt over educational policy. About 1913, the government closed Carlisle claiming bankruptcy. Throughout its existence, however, the school reflected the ethnocentric and paternalistic attitude characteristic of federal Indian policy as a whole. (SB)

ED 188 902 SE 031 210

CSMP Mathematics for the Intermediate Grades, Part VI, Student Materials: Worksheets; Collage of Problems 1, 2, 3, 4, 5, 6.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-284p.; For related documents, see SE 031 204-209 and ED 175 634-652. Not available in hard copy due to copyright restrictions. Contains colored charts and activities which may not reproduce well.
Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Algorithms, Decimal Fractions, *Drills (Practice), Elementary Education, *Elementary School Mathematics, Fractions, Geometric Concepts, *Grade 6, Mathematics Curriculum, Mathematics Instruction, *Mathematics Materials, Measurement, *Number Concepts, *Worksheets
Identifiers-*Comprehensive School Mathematics Program

These are some of the individual materials needed by students using the Comprehensive School Mathematics Program for the Intermediate Grades, Part VI. The book of Worksheets'' contains materials that are labeled with the same letter and number as the lessons with which they are to be used. The six Collage of Problems'' booklets provide exercises on a wide variety of topics including: integer operations, decimals, fractions, prime numbers, percents, and graphing. (MK)

ED 188 991 SO 012 686

Huber, Rosarita

The Akan of Ghana. An Instructional Unit for Fourth Grade.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 78

Note-27p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, *Akan, *Area Studies, Art Education, *Cultural Awareness, *Cultural Background, Educational Objectives, Elementary Education, Folk Culture, Grade 4, Instructional Materials, Learning Activities, Minicourses, Resource Materials, Social Studies, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study

Identifiers-*Ghana

This teaching guide presents objectives, resources, and evaluation criteria for teaching pupils in fourth grade social studies and fine arts classes about Africa, and particularly the Akan ethnic group in Africa. This unit was developed at an interdisciplinary summer workshop for teachers on African culture. The major objective is to help students accept the reality of cultures other than their own. Specific objectives include that students will be able to identify stereotypes, learn geographic facts about Africa, recognize similarities and differences between African and American families, and learn to appreciate the culture of the Akan people. The guide describes the Akan nation, which consists of approximately five million people and accounts for approximately one-half of the population of Ghana. The Akan people speak nearly 20 distinct languages, live in rural communities, and are noted for their intricate and exquisite art forms, particularly sculpture, architecture, textiles, music, and dance. Lesson plans are presented for nine topics including debunking myths about Africa and Africans, the geography of Ghana, family and community life among the Akans, farming, and African culture. Students are involved in a variety of activities including simulating African ceremonies, playing African music, and working in various Akan art media including tie dye and Akinkra cloth. For each topic, information is presented on objectives, materials and time required, activities, and bibliography. (DB)

ED 188 432 FL 010 793

Setzler, Hubert H., Jr. And Others

MAAG Job Position (Iberian Spanish). Method for Determining Language Objectives and Criteria, Volume V.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-251p.; For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-English; Spanish
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, Language Usage, *Military Personnel, Occupational Information, *Second Language Instruction, *Skill Analysis, *Spanish, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Language Skilled People

The job position of military advisory and assistance group (MAAG) officer for the Air Force as performed in Iberian Spanish is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Iberian Spanish language requirements for MAAG officers stationed in Madrid. The nature of the language requirement of the MAAG job is reflected in seven TSOs. Each TSO specifies one of six communicative activities which define the communicative parameters of the job. In four of the seven TSOs, more than one role is indicated, and all of the TSOs list at least three topics about which the MAAG officer may be required to communicate. Following each TSO a mapping sheet is provided to direct the user to the materials which further define both the communicative activities and the Spanish language necessary to accomplish those tasks. The EOs provide a detailed outline of each communicative activity required. A listing of the language function required to perform the communicative activity is included. (SW)

ED 188 495

FL 011 554

Lee, Alice

The Earth's Treasure: Soil.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-15p.
Language-Chinese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Chinese, Class Activities, Junior High Schools, *Native Language Instruction, Secondary School Science, *Soil Science
Identifiers-Elementary Secondary Education Act Title VII

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program, sponsored through the Elementary and Secondary Education Act, Title VII. It is designed for limited and non English speaking students. The unit is on kinds of soils and how poor soil is made better. Activities, experiments, and a list of main terms in both languages are included. Answers to the activities are provided. (SW)

ED 188 535 HE 012 825

Aslanian, Carol B. Schmelter, Harvey B., Ed.
Adult Access to Education and New Careers: A Handbook for Action.

College Entrance Examination Board, New York, N.Y. Future Directions for a Learning Society.
Pub Date-80
Note-149p.
Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($9.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, Adult Education, *Adults, Budgeting, Career Change, *Career Education, *Career Planning, Counseling Objectives, *Counseling Services, Delivery Systems, Facility Planning, *Guidance Centers, Higher Education, Marketing, Organizational Objectives, *Postsecondary Education, Program Development, Program Evaluation, Resource Centers

In an effort to help colleges and universities meet the needs of the growing portion of the adult American population seeking postsecondary education, this handbook provides guidelines for the establishment of adult career centers. Although not prescribing a single model or instructing in counseling techniques, the handbook defines overall goals and objectives, provides a framework for planning, generates ideas, identifies choices, indicates strategies and sequences that have worked for others, and suggests practical solutions to common problems. Eight chapters address these areas: (1) objectives; (2) services and methods for offering them; (3) career materials collection planning and accumulation; (4) facilities planning (including a floor plan of an existing center); (5) planning and selection of staff; (6) finance, and the integration of budget and program planning; (7) marketing goals and methods; and (8) program evaluation. Sample checklists, reports, outlines, and budgets are included throughout. (MSE)

ED 188 577 IR 008 378

Popplestone, John A. McPherson, Marion White
The Inauguration of the Child Development Film Archives. Final Report.

Akron Univ., Ohio.
Spons Agency-Office of Human Development (DHEW), Washington, D.C.
Pub Date-29 Dec 78
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Archives, Audiovisual Aids, Cataloging, *Child Development, *Films, *Filmstrips, Library Acquisition, Storage

The cataloging of films acquired by the Child Development Film Archives disclosed approximately 3500 separate units, or 804,232 feet of footage. An inventory sheet has been completed for each film which provides a record of the content of each cinema, and collectively, constitute a table of contents to the total collection. Variables specified on inventory sheets include: children number, sex, age, ethnicity, amount and nature of clothing, biopathology, and psychopathology; adults number, sex, and interaction with children; and animals number and species. For each category there is an enumeration of the specific activities depicted. The milieu in which the action occurs is identified, as well at the equipment used. Changes in content within a film are recorded and the resulting variations in subjects are noted. Identifying data also included on inventory sheets include title, purpose, presence of a sound track, existence and location of relevant documents, whether the pictures are chromatic or achromatic, notes regarding visual (and audio) clarity, names of the members of the cast and of institutions, length of the footage, its width, projection time, container label, and storage location. Each film has been cleaned and rated for physical condition. The collection is currently housed in Pierce Library at the University of Akron. (Author/JEG)

ED 188 702 JC 800 395

McCullough, K. Owen, Ed.

Proceedings: Conference on the Community/Junior College (University of Tennessee, Knoxville, Tennessee, 1976 and 1977).

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date- 77

Note-74p.

Available from-College of Education, University of Tennessee, Knoxville, TN 37916 ($2.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Blacks, Black Students, College Faculty, College Instruction, *Community Colleges, Correctional Education, Correctional Institutions, Economically Disadvantaged, *Educational History, Educational Needs, Institutional Characteristics, *Prisoners, Rural Population, Social Characteristics, Student Characteristics, Student Recruitment, Two Year Colleges, *Two Year College Students, Urban Population

Identifiers-Florida Junior College at Jacksonville FL, Oakton Community College IL

The 1976 and 1977 Community/Junior College Conferences were unified under a single general topic, The Community College: Its Evolution and Clientele.'' During the 1976 conference, Raymond E. Schultz provided a historical perspective of community college teachers and teaching and Richard L. Storinger described the establishment and growth of Oakton Community College, emphasizing the student development model, the cluster system, the interdisciplinary approach to instruction, and the non-academic orientation of the college. The 1977 conference looked at the variety of community college clientele with special characteristics and needs. Benjamin R. Wygal's presentation focused on responding to the needs of diverse clientele, drawing upon the experiences of Florida Junior College at Jacksonville. Then, Frank G. Pogue led a discussion on the social characteristics of rural and urban poor Blacks and suggested ways for the innovative community/junior college to tap this viable student market. Finally, Robert F. Kronick examined the psycho-social characteristics of the incarcerated, describing the operation of the judicial and penal systems, education in prison, and parole. The conference proceedings include a roster of participants. (AYC)

ED 188 801 RC 012 053

Lyson, Thomas A.

An Intra-Industry Application of Occupational Situs.

Spons Agency-Department of Agriculture, Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.

Pub Date-80

Note-26p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development.'' An earlier version presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August, 1979).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agribusiness, Agricultural Colleges, *Agricultural Education, *Agricultural Occupations, Agricultural Production, Aspiration, *Career Choice, Education Work Relationship, Expectation, Higher Education, Industrial Structure, Land Grant Universities, Males, Place of Residence, Quality of Life, Rural Farm Residents, *Social Indicators, *Social Stratification, Socioeconomic Status, Student Characteristics, White Students

Identifiers-*Occupational Situs, United States (South)

Although status attainment research has largely ignored the existence and importance of any situs (i.e., non-hierarchical) dimension, recognizing situs may help clarify the nature of occupational differentiation, recruitment, and mobility within a specific industrial sector. The agriculture sector of the U.S. economy, for example, can be classified as production, education/research, and agribusiness. Discriminant analysis of questionnaires showed residence preference to be a (situs) dimension countermanding societal and monetary status when a career as producer was chosen by ag-career undergraduates in 15 Southern land-grant colleges (1067 white males of a 15% 1977 sample). In contrast, the education/research oriented men opted for more education and had more prior ag education experiences than the agribusiness oriented. The status range from mid-rank farm manager to laborer in production agriculture compared in the same region (Cosby & Frank 1978) with the higher ranges of educators and agribusinessmen (professor, ag agent, top-rank veterinarian, landscape architect). Situs opportunity parameters based on family residence background entered into career choices, validating Benoit-Smullyman's concept (1944) of situs as a viable dimension in stratification studies. (SC)

ED 188 854 RC 012 136

Paisano-Suazo, Aleta

Suggested Perspectives in Counseling the American Indian Client.

Pub Date-Nov 79

Note-20p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Culture, *American Indians, Beliefs, Case Studies, *Counseling, *Counseling Techniques, *Cultural Awareness, Cultural Background, Cultural Differences, *Emotional Disturbances, Extended Family, Family (Sociological Unit), Family Influence, Life Style, Psychotherapy, Self Concept, Tribes

Identifiers-Medicine Men

The standard western theoretical approach to mental health counseling is not applicable to the views held by Native American clients. Consideration must be given to their unique differences, if the therapist is to provide maximum effectiveness. Several perspectives offer alternative counseling procedures. For instance, Indians place great importance in the higher being'' and use the medicine man as an intermediary. Therefore, the medicine man should be considered by therapists if other strategies have failed. The Indian holistic approach to past, present, and future must be kept in mind because it is in conflict with the western approach of placing emphasis on past happenings as causes for one's problems. The therapist must also remember that Indians will first seek aid from their family and extended family and that the last place they will seek aid is from a formal health care institution. Similarities and differences in attitudes, beliefs, etc. among Indians should be considered by looking at the characteristics of the family lifestyle pattern, whether traditional, bicultural, or pan-traditional; and how that lifestyle affects the client's behavior. A 1972 study by Dr. Carolyn Attneave seems to suggest that their poor economic situation must be seen as a major cause for many Indian problems existing today, including the problem of mental illness. (Author/AN)

ED 188 879 SE 031 123

Brotherton, Sheila And Others

Geometry to Parallels. Geometry Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-6p.; For related documents, see SE 031 121-129 and ED 183 395-413.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Content, *Deduction, *Geometric Concepts, *Geometry, Laboratories, Learning Modules, *Mathematics Curriculum, *Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics

This is one of a series of geometry modules developed for use by secondary students in a laboratory setting. The authors of this sequence of modules have chosen not to cover the initial basic postulates and theorems since they can be found in nearly every geometry text. Instead, a list of necessary postulates and their consequences is included. It is recommended that the individual instructor using this module sequence use a geometry text of his/her choosing to study the recommended postulates and theorems. After the postulates and theorems have been studied, attack the next module Triangle Congruence.'' This module, therefore, gives the student an adequate experience in traditional Euclidean, deductive proof, and teachers should emphasize the nature and place of this power system in the development of geometry. (Author/MK)

ED 188 972 SO 012 664

Manson, Gary

An Analysis of the Status of Geography in American Schools.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the Association of American Geographers (Louisville, KY, April 13-16, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Curriculum, Educational Needs, Elementary Secondary Education, *Enrollment Trends, *Geography Instruction, Social Studies, State of the Art Reviews, *Textbooks

The paper provides a brief overview of the state of geography instruction in the schools and discusses current problems within the discipline. Specifically, the paper examines enrollment and course offerings in geography in the elementary and secondary schools, textbooks, and student achievement. Findings indicate that less than 20% of all students will have taken a geography course by the time they graduate from high school. Geography at the high school level is usually an elective, while at the elementary level it is usually integrated into the social studies curriculum. Also, elementary school social studies textbooks contain an average of 25% geographic content; at the high school level new textbooks are being published, but most offer few alternatives to the world regional approach. Finally, statistics from the National Assessment of Education Progress (NAEP) indicate that geographic knowledge of students is inadequate. The author states that these problems result from the inability of educational decision makers to understand the value of geographic education and from the failure of geographers to create a position statement on the role of geography in the schools. Another problem is the lack of communication between geographers and social studies educators. The conclusion is that the future of geographic education depends on the willingness of geography educators to investigate, develop, and promote the teaching and learning of geography. (Author/KC)

ED 188 450 FL 011 064

Churchill, Lindsey

Questioning Strategies in Sociolinguistics.

Pub Date-78
Note-161p.
Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($6.95)
Pub Type- Opinion Papers (120) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Communication Problems, *Discourse Analysis, *Interaction Process Analysis, Interpersonal Competence, *Interviews, Language Research, *Questioning Techniques, *Responses, Social Science Research, Sociolinguistics, *Verbal Communication
Identifiers-*Questions

An analysis of questioning strategies considers the kinds of responses that can be made to a question (different kinds of questions and their customary responses, and different kinds of response to the same kind of question). Additionally, the advantages/disadvantages to the use of the reproduction criterion in a sociological study are assessed. Maxims are proposed concerning the following: direct answers to questions, specific proposal questions, requests in question form, procedural problems in request-response sequences, and denigration in request-response sequences. It is proposed that the original concept of an answer-set to a question, formed on linguistic grounds, should be replaced based on the maxims studied. The open-ended character of the response-set indicates that there are further maxims to be found that will contribute new responses to the set. A selective review of the literature on interviewing and an analysis of problems in the interview process are included. (SW)

Modern Standard Arabic: Basic Course. Volume III: Lessons 17-24.

Defense Language Inst., Monterey, Calif.
Pub Date-75
Note-260p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.30; cassettes $12.80)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, Pronouns, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The third of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. In each lesson grammatical patterns and vocabulary are taught through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals particularly with certain relative pronouns, pronominal suffixes and verb usage. (AMH)

ED 188 601 IR 008 460

Clark, Richard E.

Do Students Enjoy the Instructional Method from Which They Learn the Least?: Antagonism between Enjoyment and Achievement in ATI Studies.

Pub Date-1 Apr 80

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Ability, *Academic Achievement, Academic Aptitude, *Aptitude Treatment Interaction, Classroom Techniques, Learning Processes, *Learning Theories, *Student Attitudes, Teaching Methods

Identifiers-*Enjoyment

This review of research on the achievement/enjoyment relationship cites evidence from aptitude treatment interaction (ATI) studies suggesting that students tend to like the instructional method from which they learn the least. High ability students prefer more structured and directive methods, but learn best from more open and permissive approaches; the reverse is true for low ability students. Furthermore, low ability students are the most vulnerable to the antagonism between learning and liking. Directive methods duplicate unnecessarily for high ability students and permissive methods fail to provide needed strategies for low ability students. Under certain conditions, novelty will add to the enjoyment of an instructional method for all ability levels; however, it will detract from achievement if it requires skills the student does not possess. Other factors such as prior knowledge, independence and conformity tendency, locus of control, and anxiety are also found to have an effect. Additional research is required to clarify the relationship between achievement and enjoyment. It seems reasonable to expect that the most desirable goal of instruction would be that students come to enjoy those instructional approaches from which they learn the most and it is premature to conclude that these ends are incompatible. (Author/RAA)

ED 188 623 IR 008 492

Bibliographic Instruction Handbook.

American Library Association, Chicago, Ill.; Association of Coll. and Research Libraries, Chicago, Ill.
Pub Date-79
Note-70p.
Available from-Association of College and Research Libraries, 50 E. Huron, Chicago, IL, 60611 ($5.00 to members, $6.00 to non-members; enclose mailing label).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, College Libraries, Higher Education, *Library Instruction, Library Research, *Library Skills, *Program Development, *Undergraduate Students

Based on the ACRL Guidelines for Bibliographic Instruction, this handbook is intended not only to provide guidance in the development of instruction programs, but also to stimulate discussion within the profession. It consists of the guidelines, five model statements and checklists, a glossary, and a pathfinder. The guidelines present generally agreed upon essential elements and objectives for bibliographic instruction programs. The model statements, formulated in the areas of needs assessment, administration, program timetables, objectives, and modes of instruction, are only intended to illustrate and aid in the implementation of the guidelines. Local factors should be allowed to play a controlling role in guideline implementation. Needs assessment includes the academic community groups and programs; assessment of need for bibliographic instruction; the academic library existing resources and programs; and reporting and using data. Administrative considerations cover staffing, staff development, budget, facilities, equipment and materials, and organization. Program timetable models are developed through three planning and activity levels to produce a mature program. The objectives model presents a series of general and specific enabling and terminal objectives; modes of instruction are treated using a system of pro and con arguments. (RAA)

ED 188 664 JC 800 260

Roberts, Frank C.

Non-Traditional/Innovative Instructional Delivery Systems: A Literature Search for Institutions Daring to Deviate from the Conventional.

Pub Date-30 Jun 79
Note-11p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges, Delivery Systems, *Educational Innovation, Educational Technology, Experimental Colleges, Experimental Curriculum, *Instructional Innovation, *Nontraditional Education, Two Year Colleges

Literature-search techniques and personal contacts were used to develop a list of 52 colleges with innovative and non-traditional educational delivery systems. These schools were contacted to obtain catalogs and other descriptive, program information. By October 1978, 38 colleges had responded. Of these, 16 had particularly creative and innovative programs. At least one of the following techniques was employed at each of the colleges: cognitive mapping; mini-courses or non-credit courses; learning resource centers; contract learning; life-learning programs; integrated courses combining subject matter from different disciplines; strong interdisciplinary emphases; coordinated studies offering students a coherent program rather than unrelated courses; University without Walls, where students live and study in a non-classroom environment; Dial-An-Answer and Dial Our Listen Library Yourself (DOLLY), which provide taped information over the telephone; Goldmark Mark I and II, which store videotape programs and transmit them at a very rapid rate in varying configurations; methods of awarding variable credit to students taking selected course units; campus television networks; and the VERB system, which transmits instructors' verbal and written messages by phone. The Study report provides a matrix indicating which colleges offer which programs, and brief descriptions of the innovations. (AYC)

ED 188 683 JC 800 340

Schade, Herbert C.

The Ability of the ACT and MCPT to Predict the College Grade Point Average. Institutional Research Report 3-77.

Crowder Coll., Neosho, Mo.

Pub Date-Nov 77

Note-36p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Entrance Examinations, College Freshmen, *Community Colleges, Comparative Analysis, *Grade Point Average, National Norms, *Predictive Validity, Scores, Two Year Colleges, Two Year College Students

Identifiers-*American College Testing Program, *Missouri College Placement Test

In order to determine the predictive ability of the standardized scholastic tests used at Crowder College (CC) with regard to academic achievement, the first-quarter grade point averages (GPA's) of two groups of freshmen were compared with their scores on the American College Testing Program Examination (ACT) and the Missouri College Placement Test (MCPT). Additionally, the scores of the Crowder students were compared to those of University of Missouri freshmen and of a national sample. Only 8% of the freshman class took the MCPT, while 21% took the ACT. The average scores of the 110 CC students who took the ACT were consistently below those of the University of Missouri and the national populations. The scores of the 43 CC students who took the MCPT were significantly lower than the median test scores for students entering the University of Missouri on four of the five MCPT segments. When the correlation coefficients between the first semester grades and the ACT scores were calculated, the ACT sub-test and composite scores showed poor to moderate correlation with GPA, with the composite score providing the highest correlation and the ACT mathematics score having the lowest correlation. The MCPT did not show any signficant

correlations at the .01 level with GPA. (AYC)

Wieland, Anne And Others
Elementary Science Guide Kindergarten.
Anchorage Borough School District, Alaska.
Pub Date-78
Note-158p.; For related documents, see SE 031 445-450. Contains photographs which may not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Education, *Elementary School Science, *Kindergarten Children, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students in kindergarten. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Nine units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Color, Shape, Size, Position, Quantity, Touch (Texture), Odor, Sound, and Observing Plants. (CS)

ED 188 953 SO 012 553

Hull, Charles Rudduck, Jean

Introducing Innovation to Pupils.

Pub Date-Feb 80

Note-8p.; Paper presented at Annual Convention of the American Education Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Instruction, Curriculum, Educational Change, *Educational Innovation, Educational Needs, Elementary Secondary Education, *Instructional Innovation, *Student Attitudes, *Student Needs, *Student Teacher Relationship

Problems of introducing students to innovational approaches to learning and an approach to solving those problems are discussed. The authors stress that students' definitions of classroom and school reality are powerful factors in the negotiation of educational change. If innovation is introduced in classrooms via lecture alone, the result is that the teacher disseminates information in terms of the new framework, whereas pupils decode information in terms of the old. An example is given in which a teacher tried to introduce discussion-based work with 14-year-old students. The result was a stalemate because students could not perceive a change from the conventional authority based relationship of teacher and learner. The paper concludes that video instruction, which by its nature demands a passive audience, is the ideal tool to introduce educational change to students. This medium gives them sufficient sense of the alternative method to provide the basis for discussion. The authors are currently using the video method to introduce programs of curricular innovation in schools in England. (Author/KC)

ED 188 496 FL 011 555

Lee, Alice

The Sun-Planets-The Moon.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-48p.

Language-Chinese

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Astronomy, *Bilingual Education, *Chinese, Class Activities, Junior High Schools, *Native Language Instruction, Secondary School Science

Identifiers-Elementary Secondary Education Act Title VII

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program, sponsored through the Elementary and Secondary Education Act, Title VII. It is designed for limited and non English speaking students at the middle school level. The three sections of the unit cover the sun, the planets, and the moon. At the end of each section, a list of main terms in Chinese and English, activities, and experiments are included. Answers to the activities are provided at the end of the book. (SW)

ED 188 516 HE 012 777

Kaplin, William A.
The Law of Higher Education 1980.
Pub Date-80
Note-184p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($12.95)
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Books (010)
Document Not Available from EDRS.
Descriptors-Accreditation (Institutions), Accrediting Agencies, Collective Bargaining, College Administration, College Faculty, College Housing, College Students, *Compliance (Legal), Court Litigation, Discipline Policy, Dismissal (Personnel), *Educational Legislation, Employment Practices, Faculty College Relationship, Federal Government, *Government School Relationship, *Higher Education, Laws, *Legal Responsibility, Reduction in Force, School Community Relationship, *School Law, Social Bias, State Government, State Standards, Student College Relationship, Student Rights, Teacher Administrator Relationship, Trustees

Designed to be used either independently or as a companion to The Law of Higher Education'' (1978), this book serves as a reference to current legal issues, as well as to primary and secondary materials concerning higher education law. Part One, Overview of Postsecondary Education Law, examines the evolution of law relating to postsecondary education, sources of postsecondary education law, and the public-private dichotomy. In Part Two, The College and Trustees, Administrators, and Agents, the question of authority and liability is discussed. Part Three, The College and the Faculty, focuses on employment policies, personnel decisions, academic freedom, and staff reduction. Part Four, The College and the Students, examines legal status, admissions, financial aid, grades and credits, student organizations, student housing, athletics, grievance systems, and procedures suspension, dismissal and other sanctions. Part Five, The College and the Community, discusses zoning, community activities, and community access to institutional property. Focus in the next two chapters is on government relations, including state systems, state regulatory laws, state chartering, federal regulation, federal aid, and civil rights compliance. The final section, The College and the Accrediting Agencies, examines accreditation systems and agencies. For reference ease, this book is organized using the same chapter, section, and sub-section titles and numbering as the previous book, including complete case and subject indexes. Also supplied are cross references to pertinent pages and sections within the new volume and within the original volume. (LC)

ED 188 556 HE 012 912

Williams, John W., Jr.

The Integration of Women Cadets into the Air Force Academy (An Update).

Pub Date-Sep 79
Note-12p.; Paper presented at the Annual Meeting of the American Psychological Associataion (New York, NY, September 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Failure, Armed Forces, Coeducation, College Students, *Females, Higher Education, *Leadership, Military Personnel, *Military Schools, *Military Training, Self Esteem, Single Sex Colleges, Student Attitudes, Student Attrition, *Womens Education
Identifiers-*Air Force Academy CO

A review of changes at the U.S. Air Force Academy since women entered as cadets in 1976 focuses on male student attitudes and male and female performance. It is found that in general women are succeeding well at the institution, competing favorably with men in academics, military training, and athletics. Overall attrition rates for women in the first class are lower than for men, with academic attrition half that for men. Women are moving into high cadet leadership positions with success. Although male cadets are in general not convinced females can succeed in nontraditional roles they have become more accepting of women at the Academy. Since most women cadets develop relationships with male cadets rather than civilian males, a significant increase in dual military career families is expected in the near future. Great increases are seen in self-confidence and leadership abilities among the women students. (MSE)

ED 188 645 JC 790 609

Gose, Frank J.
Verde Valley Community Needs Assessment Project, Spring 1979.
Yavapai County Community Coll. District, Prescott, Ariz.
Pub Date-79
Note-94p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education, Adults, College Faculty, Community Characteristics, *Community Colleges, Community Surveys, *Educational Needs, Employers, High School Seniors, *Institutional Evaluation, *Needs Assessment, Older Adults, Participant Satisfaction, Questionnaires, Two Year Colleges, Two Year College Students

A study of the educational needs to be met by the Verde Campus of Yavapai College (YC) involved surveying seven populations. Responses were returned by 88 non-retired community residents, 96 retired members of the community, 191 members of the business sector, 240 current students, 208 former students, 19 faculty members, and 261 high school seniors. A general question set and group-specific survey instruments were developed and administered. The general question set solicited information on occupational status, age, sex, ethnic origins, educational level, knowledge and source of information about YC, previous attendance and satisfaction with the college, respondents' perception of the college's role, barriers to college attendance, hypothetical subject interests, preferences for class times and locations, interest in learning alternatives and occupational education, and school/community relationship. In addition, retirees were asked about their interest in YC's Retirement College and college credit;

members of the business community were asked to supply employment projections and information about employee training needs; current and former students were questioned about their major, employment, goals, and their evaluation of college services; the plans and objectives of high school seniors were determined; and instructors were asked to evaluate YC image and staff development activities. The study report analyzes responses of each group and includes the instruments. (AYC)

Smith, Jason B. Johnson, Kay A.

What Sort of Care Will the Government Buy? A Policy Analysis of the Federal Interagency Day Care Requirements.

Pub Date-80
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Care, *Federal Legislation, History, Preschool Education
Identifiers-Federal Interagency Day Care Requirements, *Rules and Regulations, *Social Security Act Title XX

Changes in the Federal Interagency Day Care Requirements (FIDCR) have produced a federal policy that increases cost and favors delivery through private non-profit day care centers. Requirements and implications of new rules based on the Title XX amendment to the Social Security Act (effective 10/1/80 and applicable to all programs in the DHEW, except Project Head Start) indicate that (1) the state agency is solely responsible for rate setting, fund disbursement, licensing, monitoring, enforcement and review in addition to being heavily implicated in technical assistance, provision of information, health, safety and training; (2) day care is a focus for public health and particularly health education and promotion activities; (3) the rules are specific about what services are to be provided by whom; (4) day care jobs are being taken over by professionals and bureaucrats; (5) parent participation in policy making has been deemphasized while parents are to be provided greater access to classrooms, program information and other community services, (6) health, medical, social service, educational and recreational industries may benefit from the new rules, (7) child/staff ratios have been relaxed while staff training requirements have become more stringent, and (8) due process concerned with coordination and compliance dominate the government's interest and

have influenced the nature of many changes in the FIDCR. (Author/RH)

ED 188 759   PS 011 522

Holt, Bess-Gene

Some Dark Corners in the Early Childhood Curriculum.

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual Meeting of the Midwest Association for the Education of Young Children (Milwaukee, WI, April 17-19, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Creativity, Criteria, Curiosity, *Curriculum Development, Early Childhood Education, *Personal Space, *Preschool Curriculum, *Relevance (Education), *Science Education, *Student Educational Objectives, Theories

This address explores facets of curricula for preschool children in an attempt to raise issues relevant to curriculum planning. Goals and assumptions of theoretical frameworks for curriculum development are discussed and culminate in the statement of a Distance from Self'' criterion which can be applied to deciding the appropriateness of an activity in any curriculum area. A Personal Ecology'' curriculum emphasizing the child's initiative in interaction with the phenomena that make up the child's own world is described. Spatial relations are viewed as basic and central experiences which should be included in the preschool curriculum. The importance of science, nature study and learning in context is stressed. Closing remarks focus on curiosity and creativity in preschool children. (Author/RH)

ED 188 781   PS 011 572

Young, Patricia B.

Parent Cooperative Nursery, 1978-1979. Report Number 8041.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Apr 80

Note-33p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement, Child Development, Evaluation, Evaluation Criteria, *Nursery Schools, *Parent Participation, *Parent School Relationship, *Preschool Children, *Staff Development, Tables (Data)

Identifiers-*Parent Cooperative Nursery Program, Pennsylvania (Philadelphia)

This document presents 1978-1979 evaluation data for three components (developmental/educational, parent involvement, and staff development) of the Parent Cooperative Nursery Program (PCN). The developmental/educational component consists of classroom practices, child developmental status, and achievement of program graduates. Classroom activities are divided between free play (70%) and structured activities (30%). Social-interaction rapport activities, which occurred more frequently than in most other programs, are characterized by a high level of interaction between children and adults. Achievement measures indicated that the PCN pupils in age groups two and three increased or maintained their previous year's learning, except for a slight decrease among 2-year-olds in the cognitive subsection of the instrument. Nearly all graduates scored at, or above, the norm in math, letters/sounds, and total reading when compared to other children their age. Families contributed nearly 129,000 hours to the program and 20,000 hours to workshops; parents were primarily interested in educational matters and policy planning issues at workshops. Staff development areas rated as having the highest effect on classroom performance were parent involvement, creative arts, teacher center facilities, and small group instruction. (Author/DB)

Cotrell, Charles

Status of Civil Rights in Texas. Volume I: A Report on the Participation of Mexican-Americans, Blacks and Females in the Political Institutions and Processes in Texas, 1968-1978.

Texas State Advisory Committee to the U.S. Commission on Civil Rights, Austin.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-Jan 80

Note-568p.; For related documents, see RC 012 087 and RC 012 089-090.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Blacks, Case Studies, *Citizen Participation, City Government, *Civil Rights, Court Litigation, Federal Legislation, Federal State Relationship, *Females, Justice, Local Government, Mexican Americans, *Minority Groups, Political Power, *Politics, *Power Structure, Regional Characteristics, State Government, State History

Identifiers-*Texas, Voting Rights Act 1975

During the 1970s, Texas' longstanding political, legal, and cultural framework continued the systematic exclusion or discouragement of minority groups from political participation and representation. The Texas Advisory Committee to the U.S. Commission on Civil Rights studied the representation of the state's 12.5% black, 18% Spanish surnamed, and 51% female citizens in every elective office at the state, city, and county level from 1968 to 1978. The Commission found uniformly low minority representation in the major state and local governmental institutions. Overall, black and Mexican American representation changed little during the period, except in those cases in which federal legislation, such as the 1975 Voting Rights Act, or federal courts had intervened. The Commission also confirmed its assumption of the dominance of Anglo males in Texas' political structure, and the accompanying near-total exclusion of black and Mexican American women. Except for city council offices, Anglo males held 90% of all elective positions. A regional analysis of Commission findings further confirmed this conclusion and revealed gross disparities between minority population and representation. As regards minority representation, Texas did not compare particularly well with other southern and southwestern states. Five case studies illustrate various aspects of the report. (SB)

ED 188 903 SE 031 211

Shelby, Madge E.

Implications for Math Learning and the Disadvantaged Child.

Pub Date-Jun 80
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, Disadvantaged, *Disadvantaged Youth, Educationally Disadvantaged, Elementary Education, *Elementary School Mathematics, Laboratories, *Learning, Manipulative Materials, Mathematics Curriculum, *Mathematics Instruction, Measurement, Number Concepts, Student Characteristics
Identifiers-*Mathematics Education Research

Presented is a collection of very brief chapters (or sections) drawn from a variety of sources which discuss the characteristics of the disadvantaged learner. In addition, suggestions for teaching mathematics to the disadvantaged using a laboratory approach are made. Conclusions include a description of the attributes necessary to be an effective teacher of the disadvantaged. Also included is a short description of a teacher training program, a preschool education program, and a support program being used in the Appalachian region. (MK)

ED 188 536 HE 012 826

Fischer, Norman M.
Unit Expenditures Study, 1976-1977. State of Washington Council for Postsecondary Education. Report No. 80-7.
Washington State Council for Postsecondary Education, Olympia.
Pub Date-Jan 80
Note-120p.
Available from-State Council for Postsecondary Education, 908 East Fifth Avenue, Olympia, WA 98504
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Faculty, College Programs, College Students, Comparative Analysis, *Educational Finance, Full Time Equivalency, Higher Education, *Instructional Student Costs, *Noninstructional Student Costs, Research Methodology, Student Teacher Ratio, Teacher Employment Benefits, *Teacher Salaries

Identifiers-*Washington

Expenditure patterns that relate costs per full-time-equivalent student to faculty salaries and benefits, direct instructional support costs, and indirect or overhead support for 1976-77 for the State of Washington are examined. The overall student/faculty ratios and average salaries and benefits for full-time and part-time faculty and graduate assistants are also considered. The comparative analysis excludes the four-year health science disciplines and departmental and academic administration. Separate sections that analyze the departmental administration and health science areas are included. Separate analysis is provided comparing the 1974-75 results to 1976-77 findings. A separate section on research and public service expenditures is also included. Most of the results are displayed by course level and institutional sector. The study methodology is described, and data for each community college are included. The step-by-step process for the allocation of indirect costs as adopted by the Senate and House Higher Education Committees in 1977 is outlined. (Author/SW)

ED 188 578 IR 008 382

Niemi, John A. Stephens, Stephanie

The Rockford Interactive Media Project. Title 1-A HEA. Evaluation Report.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education.

Pub Date-Aug 79

Note-58p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiotape Recordings, *Community Education, *Community Services, *Documentaries, Educational Media, Outreach Programs, Program Evaluation, Videotape Recordings

This descriptive evaluation of an interactive media project in Rockford, Illinois, describes the use of video documentaries as a device in meeting community service needs. Objectives of the project were to design a program to train community residents in the use of audio and video tape equipment and provide professional and technical services for implementation of community-based documentation projects designed to initiate communication with local government officials. Twelve project activities are discussed, as well as case studies resulting from these activities and evaluations. (RAO)

ED 188 721 JC 800 428

Farmer, John E.

A Practitioner's Guide to Student Retention: A College-Wide Responsibility.

Florida State Dept. of Education, Tallahassee.
Pub Date-80
Note-28p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, *Community Colleges, Dropout Characteristics, *Dropout Prevention, *Dropouts, *Evaluation Criteria, Information Needs, Legal Responsibility, Potential Dropouts, Program Development, *School Holding Power, *Self Evaluation (Groups), Staff Development, Student College Relationship, Student Educational Objectives, Student Personnel Services, Two Year Colleges
Identifiers-*Florida

The introductory material to this student retention manual focuses on the legal responsibility of Florida community colleges with regard to retention, and on data collection for program planning, factors that affect retention, accountability, and the essentials of a retention program. The remainder of the manual is presented as a checklist of potential ideas to be explored in establishing a student retention program. A section of questions identifying essential student information precedes checklists of typical student needs and criteria for the evaluation of retention research. The next section of the manual considers retention and college programs in terms of: administrative understanding of and commitment to the retention program; course scheduling; the faculty; student services (e.g., financial aid, job placement, counseling, advising, career planning, admissions, and registration); community relations; library resources; the business office; the support staff; and the security office. Institutional policies are discussed next, and questions are presented to help colleges evaluate their admissions, placement, transfer, grading, withdrawal, and appeals policies. The influence of student goals on persistence and typical dropout behavior are described to help identify potential dropouts before they withdraw. The final section lists considerations for in-service training programs. (AYC)

ED 188 802 RC 012 060

Colliver, McGuire C. Warner, Paul D.

Appalachian Values: A Longitudinal Analysis.

Pub Date-Aug 79
Note-23p.; Paper presented at the annual meeting of the Rural Sociological Society (Burlington, VT, August 26, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, Beliefs, *Comparative Analysis, Cultural Differences, Individualism, Longitudinal Studies, *Regional Characteristics, Religion, Rural Areas, Rural Education, *Rural Population, Self Esteem, Stereotypes, Subcultures, *Values
Identifiers-*Appalachia, Fatalism, Kentucky, Nonmetropolitan Areas, North Carolina, Traditionalism

A random sample mail survey of residents in seven rural southeastern Kentucky counties in 1979 was a retesting of earlier studies of the attitudinal characteristics associated with Appalachian inhabitants. Results showed the value and attitude traits of individualism, self-reliance, fatalism, religious fundamentalism and traditionalism to be very much a part of their beliefs and values. Specifically, results indicated that: in the presence of massive government aid to the region individualism and self-reliance actually increased over the past 20 years; there was a gradual trend toward a more non-fatalistic but also less optimistic view of life; there was little change in religious fundamentalism and 80% of the 1979 respondents agreed with the statement suggesting that the Bible is a sufficient guide to modern life; among the items used to measure traditionalism, education continued to be the most important factor in determining work successes. An examination of three other citizen mail surveys suggested that Appalachian value traits do not differ appreciably from the traits of the inhabitants of the non-Appalachian portions of Kentucky and North Carolina. It was concluded that these five traits, while still very important among Appalachian residents, are not unique to the region. (Author/AN)

ED 188 837 RC 012 108

Foster, Carl G. Gable, Emma

The Indian Child in Special Education: Two Persons' Perceptions.

Pub Date-May 80
Note-28p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, *American Indians, Bilingual Education, Communicative Competence (Languages), *Educational Diagnosis, *Educational Legislation, Elementary Secondary Education, Individualized Instruction, Mainstreaming, Parent Participation, *Parent School Relationship, Policy Formation, Referral, Reservation American Indians, School Policy, *Special Education, Testing Problems
Identifiers-Arizona, *Public Law 94 142

The implementation of PL 94-142, special education for Native American children, is addressed in these six essays. PL 94-142 guarantees all exceptional children the right to a free education; in addition the child's program must be tailored to meet the pupil's individualized needs with all instruction appropriate to the child, providing a least restrictive environment for his participation in learning. For the Native American exceptional child, this concept of education presents a temporary hindrance, yet an innovation. The referral process is activated only when a child seems unable to function adequately in the environment. On the reservation, the school has assumed this role of referral, although parents or guardians may accept the responsibility to refer a student. The referral is evaluated. This step includes a complete explanation of the evaluation so both the parent or guardian and the child understand what is involved; an explanation in their native language may be necessary. After the child's primary language is determined, the evaluation is conducted. Once the evaluation is complete, a multidiciplinary meeting, placement of the child, and an individualized education program are undertaken. The parent or guardian may participate in this meeting and an interpretor may be present to establish open communication. This procedure is not always conducted in this manner at schools on the reservation. An immediate redress of the referral process may be facilitated when parents' rights have been violated, educational direction of the child is hindered, or there is dissatisfaction with the referral process, student placement, or individualized program. Mainstreaming processes are briefly described. (EB)

ED 188 855 RC 012 147

Oversight Hearing on the Administration of the Indian Education Act of 1972. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-29 Oct 79
Note-25p.; Not available in paper copy due to small print size.

Pub Type- Historical Materials (060) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, American Indians, Definitions, Elementary Secondary Education, *Eligibility, Federal Indian Relationship, *Formative Evaluation, Hearings, *Program Administration, *Public Schools, *School Districts
Identifiers-Congress 96th, House Committee on Education and Labor, *Indian Education Act 1972

On October 29, 1979, the House Subcommittee on Elementary, Secondary, and Vocational Education held oversight hearings regarding the new Office of Indian Education Form No. 506, used to determine school district eligibility for part A public school programs under the Indian Education Act. The fact finding hearing was prompted by mail to the committee indicating that the status of many children previously qualifying for the programs would be altered. Witness Gerlad D. Gipp, Office of Indian Education, outlined the history of the new form which was redesigned in direct response to Congressional mandates and explained the differences in the old and new versions of Form 506, to be completed by parents or legal guardians of Indian children. He noted that the form will be used to determine program eligibility and to supply information regarding the definition of Indian. He also clarified eligibility requirements in detail and noted existing eligibility abuses. (SB)

ED 188 880 SE 031 124

Brotherton, Sheila And Others

Parallels, How Many? Geometry Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-45p.; For related documents, see SE 031 121-129 and ED 183 395-413.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activity Units, Deduction, Educational Objectives, *Geometric Concepts, *Geometry, Laboratories, *Learning Modules, Mathematics Curriculum, Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics, Worksheets

This is one of a series of geometry modules developed for use by secondary students in a laboratory setting. This module was conceived as an alternative approach to the usual practice of giving Euclid's parallel postulate and then mentioning that alternate postulates would lead to an alternate geometry or geometries. Instead, the student is led through an axiomatic development into a logical dead-end which requires a new postulate in order to allow further investigation. The student is then requested to take a postulate alien to his/her experience. Most high school students will not easily accept this, and a lot of student interest is generated. Units in the module are: (1) Existence of a Parallel; (2) A Parallel Postulate; (3) Hyperbolic Geometry; (4) The Poincare Model; and (5) Euclidean Geometry. (Author/MK)

Final Report of Cambridge Conference on School Mathematics, January 1962 - August 1970.

Cambridge Conference on School Mathematics, Newton, Mass.; Education Development Center, Inc., Cambridge, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Aug 70

Grant-NSF-1515-A3
Note-70p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development, Educational Objectives, Elementary Secondary Education, Feasibility Studies, Integrated Curriculum, Interdisciplinary Approach, Mathematicians, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Science Education, *Teacher Education, *Unified Studies Curriculum
Identifiers-*Cambridge Conference on School Mathematics

The Cambridge Conference on School Mathematics (CCSM) was an association of prominent mathematicians who had a concern for mathematics education at school level, from kindergarten through grade twelve. These mathematicians organized three main conferences in three areas of mathematics education, and have carried on activities related to the findings of the conferences. The main activity in the area of school education was the Cambridge Conference on School Mathematics held in Cambridge, Massachusetts in 1963. Subsequent activity arising from the original conference led to workshops and a series of feasibility studies. The main activity in the area of teacher education was a conference in 1966. Subsequent activity arising from this conference included some in-service teacher training work in Lexington and Newton, Massachusetts and in Princeton, New Jersey. Pre-service preparation work took place at the University of California, Berkeley; Indiana University; Teachers College, Columbia University; Boston State College and other state colleges in Massachusetts. A third conference was held in 1967 to consider the integration of primary school mathematics and science. The main activity arising from this conference was classroom trials of ideas. The outcome of these trials was a new program entitled Unified Science and Mathematics for Elementary Schools (USMES). This report details activities in the three areas of concern, and includes eleven appendices of relevant materials. (Author/MK)

ED 188 929 SE 031 445

Wieland, Anne And Others

Elementary Science Guide 1st Grade.

Anchorage Borough School District, Alaska.

Pub Date-78

Note-114p.; For related documents, see SE 031 444-450.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Education, *Elementary School Science, *Grade 1, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students, grade 1. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Four units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Magnets, Air, Plants and Animals, and Weather and Climate. (CS)

ED 188 973 SO 012 665

Boulding, Elise
Women: The Fifth World. Headline Series 248.
Foreign Policy Association, New York, N.Y.
Pub Date-Feb 80
Note-64p.
Available from-Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 ($2.00 single copies, quantity discounts available)
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Attitude Change, *Change Strategies, Developed Nations, Developing Nations, *Females, Feminism, Futures (of Society), *Global Approach, Networks, Occupations, Politics, *Sex Role

The document addresses past, present, and future issues concerning women througout the world. It is presented in seven chapters. Chapter I discusses women as the invisible ``fifth world.'' The author contends that this fifth world exists, uncounted and unassisted, on every continent. Chapter II traces the role of women throughout history. The chapter emphasizes that the ideas that women belong in the home and that only men are producers are neither universal nor very ancient. It has gained widest acceptance in the Western world and is a result of industrialization and urbanization. Chapter III discusses ancient and modern alternatives and reforms sought by women. Nunneries, crafts guilds, and the beginnings of international movements are discussed. Chapter IV focuses on the present global nature of the women's movement, the evolution of International Women's Year (1975), and the World Plan of Action adopted by the conference in Mexico City. Chapter V presents statistics and realities concerning the present status of women. The author stresses that only ten percent of the world's administrators and managers are women and that women have remained largely absent from the political arena. Chapter VI discusses the future of women in the old world of power. The influences of development on third world women and women's self-help movements are emphasized. The final chapter discusses women's networks and concludes that the ingenuity of women may be the most precious resource the human race has left. (Author/KC)

ED 188 992 SO 012 687

Roberts, Betty Jean

Kikuyu Lifestyles. An Instructional Unit for Intermediate, Elementary Grades.

Illinois Univ., Urbana. African Studies Program.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 77
Note-34p.; For related documents, see SO 012 684-703.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*African Culture, *Area Studies, *Cultural Awareness, Educational Objectives, Elementary Education, Folk Culture, Grade 4, Grade 5, Grade 6, Instructional Materials, Learning Activities, Resource Materials, Social Studies, Teacher Developed Materials, Teaching Guides, Units of Study
Identifiers-*Kenya

A six-week unit on the Kikuyu people of Kenya for grades 4, 5, and 6 is presented. An overview of the unit lists major concepts and skills to be developed, behavioral objectives, and materials needed for each unit. Following the overview, seven lessons are outlined. In lesson one, students analyze their attitudes toward African culture. Lesson two focuses on Kikuyu housing. Students construct diaramas displaying traditional and modern homes. Lesson three considers the importance of the extended family in African culture. Lesson four investigates the naming of children and the role of Kikuyu family members. Students write a short play depicting the role of a Kikuyu family member. Lesson five, focusing on food production, includes recipes for traditional African foods. In lesson six, students study African clothing. Activities include tie-dyeing and making dashikis. Lesson seven examines traditional educational processes which involve parents teaching children folk tales, crafts, and family tradition. The length of time necessary for presentation, general objectives, reading resources, and teaching methods are provided for each lesson. (KC)

ED 188 433 FL 010 794

Setzler, Hubert H., Jr. And Others

Iberian Spanish Function Catalog. Method for Determining Language Objectives and Criteria, Volume VI.

Development and Evaluation Associates, Inc., Syracuse, N.Y.

Spons Agency-Defense Language Inst., Monterey, Calif.

Report No.-A005-WU-35114

Pub Date-25 May 79

Contract-DAAG39-77-C-0197

Note-135p.; Extensive small print. For related documents, see FL 010 789-802.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language-English; Spanish

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, *Language Usage, Military Personnel, Occupational Information, *Second Language Instruction, *Skill Analysis, *Spanish, Systems Analysis, Systems Development, *Training Objectives

Identifiers-*Defense Language Institute CA, Function Catalogs

This Iberian Spanish Function Catalog presents sentences, phrases, and patterns organized by language functions and functional categories. This catalog is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. The Spanish elements listed in this catalog were collected using native informants from Madrid. The function categories are as follows: communication; engaging in social rituals; seeking and imparting factual information; reporting, expressing, or inquiring about intellectual and emotional attitudes, and getting things done (suasion). (SW)

ED 188 451 FL 011 066

Lourie, Margaret A., Ed. Conklin, Nancy Faires, Ed.

A Pluralistic Nation: The Language Issue in the United States.
Pub Date-78
Note-442p.
Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($12.95)
Pub Type- Collected Works - General (020) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Cultural Context, *Cultural Pluralism, *English (Second Language), Language Planning, *Language Role, Language Usage, *Language Variation, Linguistic Theory, *Sociolinguistics

Readings are presented on the topic of linguistic pluralism in the United States. A section on some speech communities in the United States introduces major American language varieties, and representative studies show the central role of language in the maintenance of community identity. The section on variation within speech communities focuses on the complex inner dynamics of sociolinguistic groups and illustrates the range of stylistic variation, the impact of language attitudes on group members, and the conflicting pressures for and against assimilation to Standard English. The symbiotic relationship between attitudes and individual behavior demonstrates the impossibility of separating language from its social and political context. The section on educational implications presents a range of opinions on how best to approach instruction of nonstandard and non-English-speaking students. Examples are drawn from a variety of American speech communities. The general introduction, written for nonlinguists, briefly summarizes the basic concepts and terminology in linguistics, sociolinguistics, and the study of interaction. An annotated list of further readings, both introductory and technical, is included. (SW)

ED 188 471 FL 011 4[illegible]1

Modern Standard Arabic: Aural Comprehension Course. Volume IV: Lessons 25-32.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-266p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.30; cassettes $12.80)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The fourth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. In this volume the root and measure system is explained and verbs of measure (forms) are introduced. (AMH)

ED 188 602 IR 008 462

Felker, Roberta M.
Factors Influencing Adoption of the IGE Innovation.

Pub Date-Apr 80
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Strategies, Educational Innovation, *Educational Research, *Individualized Instruction, Individualized Programs, *Models, Teaching Methods
Identifiers-*Individually Guided Education

This paper looks beyond the language of shared decision-making and team teaching to provide insight into how the norms of Individually Guided Education are translated into specific adoption outcomes. Its purposes are (1) to explicate the historical context and assumptions about the nature of schooling and the role of the teacher that are implicit in the consideration of IGE as a reform program; (2) to relate these assumptions to the parameters and importance of user system participation in research sites utilizing Rogers and Shoemaker's consonant-dissonant adopter typology; and (3) to consider the implication of the Studies of Implementation research for the broader area of innovation adoption. Analyses reveal that change models which assume organizations operate as a unit are inadequate in depicting and predicting the complexities of the change process. It reaffirms the value of explicating the theoretical framework which forms the origin for questions, of participation in a particular organizational system. Finally, it focuses critical attention on the role of participation in the IGE adoption process. The study concludes with an exploration of possibilities for further research. (Author/RAA)

McCormick, Anne
Identifying the Need for a Child Care Center at College of the Sequoias.
Pub Date-28 Feb 77
Note-45p.; Ed.D. Practicum, Nova University
Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Child Care Occupations, *Community Colleges, *Day Care, *Day Care Centers, Day Students, Females, Literature Reviews, Males, *Married Students, Needs Assessment, School Surveys, Student Costs, Two Year Colleges
Identifiers-College of the Sequoias CA

A survey, posing specific questions relating to the need for child care services while attending college, was mailed to the 916 day students at the College of the Sequoias who had been or were married. The survey sought to determine whether a significant number of the students would want and use college-supported child care facilities. Major findings, based on 315 responses, indicated that 53% of the respondents would use a child care center and that 77% of the students who said they would use these facilities were between the ages of 20 and 30. A sizeable portion (43%) signified that they had limited their school careers because of child care needs and 73% of those who desired child care at the college indicated that they would increase their class load if such a service were offered. Almost 90% of those wanting child care expressed a willingness to pay for it and most preferred payment by the hour. The study report presents summary conclusions and recommendations as well as a review of the literature related to the advantages of college-based child care facilities for students with pre-school children, the children themselves, and child development majors. A bibliography, the survey instrument, and additional comments made by respondents are appended. (JP)

ED 188 703 JC 800 399

Management Manual.
San Joaquin Delta Community Coll. District, Calif.
Pub Date- 80
Note-92p.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Organization, Administrative Policy, Administrator Guides, *Administrator Responsibility, *Administrators, Affirmative Action, Codes of Ethics, *College Administration, College Role, *Community Colleges, Compensation (Remuneration), Dismissal (Personnel), Faculty Development, Fringe Benefits, Grievance Procedures, Guides, Personnel Evaluation, *Personnel Policy, Policy Formation, Salaries, Two Year Colleges

This manual articulates the rights, responsibilities, entitlements, and conditions of employment of management personnel at San Joaquin Delta College (SJDC). The manual first presents SJDC's mission statement and then discusses the college's management goals and priorities. An examination of SJDC's administrative organization and a list of management and confidential employee positions follow. Information is then presented on: (1) the responsibilities of management personnel prior to and during employment; (2) the college's statement of ethics; (3) contract guidelines governing hiring and termination; (4) employee benefits, including vacation, leaves of absence for various purposes, holidays, remuneration, retirement, extra employment, travel, mileage, and vehicle use procedures; (5) current salary schedules; (6) the employee insurance program; (7) the five steps in the college's work planning system (review job descriptions, review the performance appraisal process and forms, review special assignments or responsibilities, formulate priorities, and determine necessary resources); (8) performance evaluation; (9) staff development; (10) grievance procedures; and (11) policy formation and review. Sample forms are provided. (JP)

ED 188 954 SO 012 555

Rudduck, Jean .

Curriculum Dissemination as Planned Cultural Diffusion.

Pub Date-80

Note-13p.; Paper presented at Annual Convention of the American Education Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Education, *Cultural Influences, *Curriculum Development, *Diffusion, *Educational Innovation, Educational Needs, Educational Theories, Elementary Secondary Education, *Information Dissemination, Student Attitudes, Teacher Attitudes

The author traces the change from the use of the term diffusion'' to the term dissemination'' with reference to curriculum projects in Britain and discusses implications of the change. Although at one time the two terms were used interchangeably, the term dissemination'' now emphasizes techniques of effective management rather than the educational problem of transmitting meaning. The author suggests that in abandoning the term diffusion'' curriculum developers have lost access to a theoretical framework. The task of curriculum diffusion is to transmit culture. In the interactions of the school and classroom it is difficult to introduce the new culture of an innovation without recognizing that teachers and pupils are guardians of the old culture. Attempts at planned innovation must help both pupils and teachers accept the culture carried by innovation. (Author/KC)

Moy, Mary C. And Others

A Multicultural Social Studies Series for C.S.L. Students, Book 2.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-66p.
Language-Chinese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Asian Studies, Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Junior High Schools, Multicultural Education, Multicultural Textbooks, *Second Language Instruction, *Social Studies
Identifiers-Elementary Secondary Education Act Title VII

A multicultural social studies text for junior high school students of Chinese as a second language is presented. This level two text is designed for the Chinese Bilingual Pilot Program sponsored through the Elementary and Secondary Education Act, Title VII. The book consists of 25 lessons with no more than 50 characters each. Each lesson has a list of terms in both Chinese and English, vocabulary, and exercises. Answers to the exercises and a bilingual glossary are included. Lessons cover the following: Asia, monsoon, Malaysia, Borneo, Asian countries, caste in India, the women of Asia, Confucius, soul'' in Japanese, law in old China, Japan, the changing world in India, farming in China today, school days in China, acupuncture, Han Fei Tzu, Siddhartha Gautama, Gandhi, Mao Tse-tung, food or famine, changes in Chinese farming, poverty, the Olympic games, and success. The text is designed to be used along with the World Studies Inquiry Series: Asia'' and a Multicultural Social Studies Series: Asia.'' (SW)

ED 188 557 HE 012 915

Graduate Student Incomes in Ontario, 1978-79.

Council of Ontario Universities, Toronto.
Pub Date-Jun 80
Note-35p.
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Fellowships, *Financial Support, Foreign Countries, *Full Time Students, *Graduate Students, Grants, Higher Education, *Income, State Surveys, *Student Financial Aid, Teaching Assistants
Identifiers-*Ontario

Data are presented on the financial support of full-time graduate students in each of four divisions in each Ontario university in this eighth in a series of annual reports which commenced with the 1971-72 academic year. Data are presented in tables, with little narrative analysis. Tables show: number of full-time graduate students registered during 1978-79; percentage of students in each income range (totals and three-term students); percentage of students receiving income from each source (Ontario fellowships, federal awards, industrial and institutional awards, endowment funds, university teaching funds, university nonteaching service funds, staff research grants, awards based on need, more than one source of funds, and no income); contribution of each source of funds by percentage of total number of awards; and contribution of each source of funds by percentage of total funds involved. All terms are defined in the report. (MSE)

Edelman, Hendrik Hazen, Dan C.
Collection Development and Management at Cornell. An Interim Report on Activities of the Cornell University Libraries' Project for Collection Development and Management. July 1977-June 1979.
Cornell Univ., Ithaca, N.Y. Univ. Libraries
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.
Pub Date-Dec 79
Note-54p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, College Libraries, *Data Analysis, *Data Collection, Higher Education, *Library Acquisition, *Library Administration, Library Collections, Program Development

This report describes the aspirations and inspirations as well as the data collection and analyses which constituted the first phase of activity under the Mellon Foundation grant to examine collection development and management at Cornell. The emphasis is mainly on analytical and planning processes rather than specific results during this first phase. Efforts for constituting a unified model for collection development have centered on identifying and elaborating the factors affecting these processes and on locating ways to evaluate each. Data collection is incomplete and some data elements may remain intractable; however, a comprehensive model remains a goal. This report, laying a foundation for research and planning during the second phase, is divided into eight sections. The first provides background and an overview. The second defines project goals in specific terms and develops a strategy to achieve them. The next three illustrate specific data gathered for purposes of collection development and evaluation. The focus is shifted in section six to various levels of decisions and decision-making within the libraries. Section seven concerns activities pertinent to collection management at Cornell and section eight summarizes the report. Appendices include project working papers, a summary list of data collected, and project chronology. (RAA)

Bertelsen, Dianne C.

Citizen Awareness and Use of Racine Public Library Facilities Pilot Study District 10, Ward 1.

Pub Date-15 Jun 79
Note-56p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Attitudes, *Library Circulation, *Library Services, Library Surveys, *Public Libraries, *Public Opinion, *Use Studies
Identifiers-*Wisconsin

Conducted in 1979 to discover the extent of library use by Racine area residents, to determine their awareness of library services available, and to form conclusions and recommendations to help increase neighborhood use of the branch library, this study randomly sampled 179 residences using a questionnaire composed of 25 questions. The survey, in addition to providing a population breakdown, found that 73 percent of those interviewed had used the library in the previous year, 65 percent at least once during the year, and 35 percent at least once per month. Most respondents said they used the library to borrow materials, ask for information on a specific topic, or use the copy machine. Only nine percent of the respondents were aware that all of the services mentioned in the questionnaire were available at the Racine Public Library, and over 50 percent were unaware that the library offered services to the handicapped. In addition to a description of the survey method and an analysis of the data gathered, this report contains conclusions and recommendations, a sample questionnaire, a map of Racine wards and districts, relevant letters, and a list of background readings. (FM)

ED 188 646 JC 790 612

Kosaki, Mildred D.

Student Flow Program: Kapiolani Community College. Report No. 1.

Hawaii Univ., Honolulu. Kapiolani Community Coll.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-15 Oct 79
Note-37p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Persistence, College Freshmen, College Graduates, College Transfer Students, *Community Colleges, Data Collection, Dropouts, Followup Studies, Graduate Surveys, *Institutional Research, *Longitudinal Studies, Questionnaires, Research Reports, *School Surveys, *Student Characteristics, Two Year Colleges, *Two Year College Students

A student flow program has been designed at Kapiolani Community College (KCC) to monitor the progress, persistence, and satisfaction of students entering KCC in Fall 1980, and to compare these findings with the results of a statewide longitudinal study of Fall 1975 entering students. The flow program will focus on the students' sex, entry age, marital status, high school background, entry status, enrollment status, educational objectives, program of study, cumulative grade point average, cumulative credit-completion ratio, developmental education, financial aid, and academic status. During the course of the program, 12 types of reports will be prepared based on: (1) applications, admissions, and registrations; (2) characteristics of entering students; (3) student progression each semester; (4) academic persistence; (5) comparison of graduates and non-continuing students; (6) transfers to the University of Hawaii's four-year campuses; and (7) through (12) surveys of students admitted to the college who never enrolled, entering students, continuing students, non-continuing students, alumni, and employers. Additionally, a final summative report will be prepared, and two special studies of developmental studies students and health education applicants will be undertaken. The report is appended by eight survey instruments prepared for the study. (AYC)

Huffman, H. T., Jr.

The Role of the California Postsecondary Education Commission: From Its Origins into the Future.

Pub Date-Jul 79
Note-19p.; Graduate seminar paper, Pepperdine University
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, *Agency Role, Clearinghouses, College Planning, Coordination, Educational Finance, Educational History, Information Dissemination, Institutional Autonomy, Institutional Evaluation, *Planning Commissions, Postsecondary Education, Program Evaluation, *State Agencies, State Aid, State History, State Legislation, *Statewide Planning
Identifiers-California, *California Postsecondary Education Commission

This history and examination of the responsibilities of the California Postsecondary Education Commission (CPEC) begins by stating the original purposes of the Commission to coordinate and plan educational offerings in California beyond the high school level. The paper then examines the growth of the need for coordination of the segments of higher education, as reflected in state educational legislation since 1899 and in the political factors leading to the creation of the Commission in 1974. It goes on to describe the Commission's composition and to outline the functions the CPEC carries out: (1) acting as a clearinghouse for information on postsecondary education, (2) coordinating institutional and system-wide long-range planning, (3) overseeing institutional and program evaluation, and (4) advising the legislature and governor on matters concerning the acquisition or construction of new institutions or branches and on the merits of funding requests. The report then examines the Commission's limited enforcement power which, as a concession to institutional autonomy, confines the Commission to a largely advisory and informational role. The potential for greater authority is then examined in light of the growing state role in community college finance. A bibliography is provided. (JP)

ED 188 741 PS 011 449

Metham, J.

The Curricula of the Behaviourist Program: Kindergarten and Year One. Discussion Papers Numbers 5 and 6.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency-Bernard Van Leer Foundation, The Hague (Netherlands).; New South Wales Dept. of Education, Sydney (Australia).; New South Wales Health Commission, Sydney (Australia).

Pub Date-Mar 80

Note-107p.; Some pages may not reproduce clearly.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Achievement, *Competency Based Education, Foreign Countries, Grade 1, Kindergarten, Objectives, *Parent Participation, Preschool Education, Program Descriptions, *Program Evaluation, *Reinforcement, Teacher Effectiveness, *Teacher Response

Identifiers-*Australia, Mount Druitt Early Childhood Project

These two papers are products of the Mount Druitt Early Childhood Project, a project established to develop, implement and evaluate five different early childhood programs for disadvantaged children in a suburban area of Sydney, Australia. The programs enrolled children from preschool age through kindergarten and first grade. The first document describes and evaluates the preschool curriculum components of one of the five programs. The second continues the program's curricular descriptions for the subsequent two years. The teaching strategies and learning content are said to be based on behaviorist early childhood programs developed in the U.S.A. during the 1970s. Program objectives for children, their teachers and parents are specified. Social reinforcement techniques, especially descriptive praise statements, and their implementation are indicated. Evaluation results suggest that the preschool program was successful in developing language competency and task mastery as well as promoting prosocial behavior. Mastery of terminal tasks was generally achieved by kindergarten students in the areas of reading, writing and number skills; and first grade students in the areas of number, reading comprehension, writing and spelling. The technique of providing descriptive praise appeared the most difficult skill for teachers to master. (Author/RH)

ED 188 760 PS 011 523

Van Camp, Sarah S.
Auditory Attending Skills.
Pub Date-Jan 80
Note-17p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (1st, Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cerebral Dominance, Cognitive Processes, *Language Skills, Lateral Dominance, *Listening Skills, Measurement Techniques, *Problem Solving, Puzzles, Story Telling, *Young Children

This paper reports a study of cerebral dominance in 42 preschool and kindergarten children. In order to tap left hemisphere functioning, a story of approximately 650 words and 77 specific plot details was composed. Children listened to the 7 minute story and were asked to repeat it. Responses were taped. Tangram pieces were used to assess right hemisphere functioning. Twelve puzzles were presented to each child, using from two to six tangram pieces. In addition, records of handedness and eye dominance were obtained. Each child was tested in two sessions on different days. All subjects required prompts on the story task. Similarly, prompting was used with the Tangram puzzles when the child seemed unable to proceed. Results of individual profile analyses indicated that 50% of the children had major discrepancies in hemispheric functioning. Children between the ages of five and six appeared to have clear differences in learning styles'' or strengths.'' The relationship of the findings to reading failure is briefly suggested. (Author/RH)

Hom, Harry L., Jr. Maxwell, Frederick R.
Individual Patterns in Intrinsic Motivation.
Pub Date-80
Note-22p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Oklahoma City, OK, April 10-12, 1980). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Problems, Classroom Research, Elementary Education, Elementary School Students, *Problem Children, Reinforcement, *Rewards, *Student Interests, *Student Motivation
Identifiers-*Overjustification Hypothesis, Single Subject Designs

The effects of extrinsic reward on students' intrinsic interest was investigated using a single-subject design in a behavior disorders classroom. Baseline measures of the interest level of five children (ages 9-11 years) were collected for academic and non-academic tasks. Assessment was then made of each subject's response hierarchy or level of interest in each of four activities: math, reading, coloring, and a spirograph game. Subsequently, children were instructed that if they were working when a timer went off, they would then receive a token which could be exchanged for erasers. Children were rewarded for work on their most preferred activity. Following this phase, the rewards were withdrawn. While the effect of reward withdrawal was highly variable across the children there was little evidence of any long-term losses in intrinsic interest. (Author/SS)

ED 188 930 SE 031 446

Wieland, Anne And Others

Elementary Science Guide 2nd Grade.

Anchorage Borough School District, Alaska.
Pub Date-78
Note-115p.; For related documents, see SE 031 444-450.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Education, *Elementary School Science, *Grade 2, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students, grade 2. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Four units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Atoms and Molecules, Plants and Animals, Sound, and Force and Motion. (CS)

ED 188 472 FL 011 472

Modern Standard Arabic: Aural Comprehension Course. Volume V: Lessons 33-40.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-268p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.30; cassettes $12.80)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The fifth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume is mainly concerned with verbs of measures (forms), the present tense of measure verbs, and other points of verb usage. (AMH)

ED 188 517 HE 012 785

Policy and Procedures Concerning New Programs.

South Carolina Commission on Higher Education, Columbia.
Pub Date-Apr 80
Note-18p.
Available from-South Carolina Commission on Higher Education, 1429 Senate Street, Columbia, SC 29201 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Policy, Educational Objectives, *Educational Policy, Evaluation Criteria, *Higher Education, Needs Assessment, Program Costs, *Program Proposals, Specifications, State Boards of Education, *State Colleges
Identifiers-*South Carolina

The latest modifications of the policy and procedures governing the submission and review of proposals for new programs in public institutions in South Carolina are presented. In reviewing proposals for new programs, or in reviewing existing programs, the South Carolina Commission on Higher Education considers the following questions: objectives of the proposed program; the need for the program and alternatives for accomplishing the desired objectives; the compatibility of the program with the mission, role, and scope of the institution; the cost of the activity; and the adequacy of personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality. Proposals should provide at least the following information:

classification, justification, curriculum, students, faculty, physical plant and equipment, library resources, criteria of evaluation, estimated additional cost, and institutional approval. A sample table for presentation of a cost estimate is included. (SW)

ED 188 537 HE 012 828

Tuition and Living Accommodation Costs at Canadian Universities, 1979-80 and 1980-81.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Jun 80
Note-25p.; Parts may not reproduce clearly.
Available from-Statistics Canada, Ottawa, K1A 0T6, Ontario, Canada ($5.40)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Housing, College Programs, Dormitories, *Foreign Countries, Full Time Students, Higher Education, Information Sources, Occupational Information, *Student Costs, *Student Loan Programs, *Tuition
Identifiers-*Canada

Information on tuition and living accommodation costs at Canadian universities for 1979-80 and 1980-81 is presented. Accomodation costs are for university-operated residences and housing and not for accommodation in off-campus private quarters. The costs do not include transportation and personal expenditures. The Canada Student Loans Program is described, and sources of information are listed by province. Sources of information are also listed concerning the following: university entrance and other undergraduate awards, programs offered, and careers. Statistical data include tuition fees for full-time students and for full-time foreign students. (SW)

ED 188 722 JC 800 431

Terrey, John N.

1979 Report to the Governor: Extracted from the State of Washington 1979 Annual Report (Education Agencies).

Washington State Board for Community Coll. Education, Olympia.
Pub Date-79
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annual Reports, College Faculty, College Programs, *Community Colleges, *Educational Finance, Enrollment, Enrollment Trends, Ethnic Groups, Expenditure Per Student, Females, High School Equivalency Programs, Males, Operating Expenses, *Outcomes of Education, Staff Utilization, *State Colleges, State Surveys, Transfer Policy, Transfer Programs, Trend Analysis, Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers-*Washington

A brief summary is presented of the administrative, instructional, and financial characteristics of Washington State's community colleges for fiscal year 1979. The report first discusses the major accomplishments achieved during this period, including the implementation of a course-by-newspaper and the completion of college-by-college agreements governing the transfer of community college students to the University of Washington. Enrollment data for Fall 1978 and Fall 1979 are then summarized, focusing on female and veteran enrollments and on the ethnic background and age of students. Trends cited for this period include a decrease in the average credit hour load per student and an increase in the number of students seeking supplementary, rather than preparatory, occupational education. The report then reveals that the community colleges employed 3,336 full-time professional staff and administrators, 5,172 part-time faculty, 112 paraprofessional, and 2,532 classified staff during 1978-79. Next, an analysis is presented of the enrollment, retention, and academic success of students in vocational, transfer, and high school equivalency programs. Finally, the report outlines data concerning capital improvements, summarizing sources of funds and expenditures for instruction; community, support, and student services; libraries; institutional support; plant operation; research; and government programs. (JP)

ED 188 820 RC 012 089

Gerlach, Ernest

Status of Civil Rights in Texas. Volume II: An Employment Profile of San Antonio, 1968-1978. A Case Study.

Texas State Advisory Committee to the U.S. Commission on Civil Rights, Austin.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 80
Note-631p.; For related documents, see RC 012 087-088 and RC 012 090.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-Banking, Blacks, Broadcast Industry, *Civil Rights, *Employment Patterns, Employment Practices, Employment Statistics, *Equal Opportunities (Jobs), *Females, Government Employees, Hospitals, *Mexican Americans, Military Air Facilities, *Minority Groups, Unemployment, Universities, Utilities
Identifiers-*Texas (San Antonio)

As of 1978 in San Antonio, Texas, equal employment opportunity remained an unfulfilled promise. The Texas Advisory Committee to the U.S. Commission on Civil Rights studied private sector employment in four industries (banking, hospitals, universities, broadcasting), public employment at four governmental levels (municipal, county, state, federal), and employment at five military bases and two public utilities, from 1968 to 1978. The prevailing employment pattern in all sectors placed white/Anglo males in high salaried, more prestigious, largely white collar positions and relegated women and minorities to lower paying, less skilled jobs. In the private sector in general, minorities, severely underrepresented in higher status jobs, were concentrated in craft, operative, laborer, and service-related jobs. Women were well represented at the white collar level but largely in clerical jobs. The public sector and the military bases employed more women and minorities in 1978 than in 1968 but again in lower paying jobs. The public utility workforce remained stable for the period studied, with few women or blacks at all but many Mexican Americans employed as laborers. Unemployment for women and minorities was disproportionately high based on their percentage of the population and consistently higher than for white/Anglo males. (Author/SB)

ED 188 881 SE 031 125

Brotherton, Sheila And Others

Triangle Similarity. Geometry Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GW-7720
Note-58p.; For related documents, see SE 031 121-129 and ED 183 395-413.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activity Units, *Geometric Concepts, *Geometry, Laboratories, *Learning Modules, Mathematics Curriculum, Mathematics Instruction, Plane Geometry, *Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, Transformations (Mathematics), Worksheets
Identifiers-*Similarity (Mathematics)

This is one of a series of geometry modules developed for use by secondary students in a laboratory setting. The purpose of this module is to teach solution of proportions, concepts and theorems of triangle similarity, solution of the Pythagorean Theorem, solution of the isosceles right triangle, and concepts involving rep-tile'' figures as well as pentominoes. Topics reviewed briefly include ratio and proportion, size transformations and a review of terminology covered in previous sections. These purposes are accomplished by the use of detailed examples, narrative explanations, and drawings. (Author/MK)

ED 188 955 SO 012 584

Karns, Margaret Padelford

Teaching International Organization through Model U.N.'s.

Pub Date-Mar 80
Note-9p.; Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 19-22, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cross Cultural Studies, Economics, Foreign Countries, Foreign Policy, Higher Education, *International Organizations, *International Relations, Peace, Politics, Program Descriptions, *Simulation, World Affairs
Identifiers-*United Nations

Model United Nations (MUN) conferences are held throughout the United States each year to help college students learn about major international issues and the problems and possibilities for international cooperation. There are many educational aspects of the MUN program in which students play the role of a representative of a particular country to a specific U.N. body. In their preparation for a model U.N. conference, students must do a great deal of background reading to gain a thorough knowledge of the U.N. in general and of the particular organ on which they will serve. The delegate's effectiveness also depends heavily on an intimate understanding of the country represented, its political and economic systems, its level of development, its foreign policy, and its relations with other countries. Students also gain an insight into international negotiation, consensus building, and bloc politics. Finally, delegates must be familiar with and develop some facility in using parliamentary rules. Although most delegations receive some funding from their college or university, funding also comes from student government funds, from a Dean, a department, or special budget. Most delegations engage in some kind of fund-raising activities during the year. (Author/RM)

ED 188 974 SO 012 666

Zupnick, Elliot

Foreign Investment in the U.S.: Costs and Benefits. Headline Series 249.

Foreign Policy Association, New York, N.Y.

Pub Date-Apr 80

Note-80p.

Available from-Foreign Policy Assoication, 205 Lexington Avenue, New York, NY 10016 ($2.00 single copies, quantity discounts available)

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Adult Education, Banking, *Economics, *Financial Policy, Foreign Countries, Foreign Policy, *Global Approach, Higher Education, *International Relations, *Investment, Policy Formation

The document discusses the implications and positive and negative aspects of foreign direct investment in the United States. The objective is to determine whether a restrictive U.S. policy as it relates to foreign direct investment in the United States is desirable. It is presented in five chapters. Chapter I defines foreign direct investment (FDI) and outlines the issues related to it. Chapter II analyzes the factors affecting FDIs and examines the costs and benefits to the host countries. Chapter III presents a statistical portrait and evaluation of the FDI position in the United States, which support the conclusion that foreign direct investment has been beneficial to this country. Chapter IV contains a case study of the FDI position in the banking industry, outlining economic and political controversies. Chapter V explores the reasons behind the drive to restrict FDIs and summarizes the conclusions, including that the expansion of FDIs is just one aspect of the increasing internationalization of economic activity, that since 1972 the economic universe is no longer seen as expanding and a retreat from liberalism into a contractionist environment has resulted, and that there is no evidence to show FDIs as posing a serious threat to the United States. It recommends that the United States should continue to try to harmonize national policies on this issue, and that the United Nations and other international bodies must frame rules acceptable to all concerned. Discussion questions for students and groups are appended. (Author/CK)

ED 188 434 FL 010 795

Setzler, Hubert H., Jr. And Others

MAAG Job Position: Rolebooks and Technical Vocabulary (Iberian Spanish). Methods for Determining Language Objectives and Criteria, Volume VII.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-157p.; Extensive small print. For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-English; Spanish
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, Language Styles, *Language Usage, Military Personnel, Occupational Information, *Second Language Instruction, Skill Analysis, *Spanish, Systems Analysis, Systems Development, *Training Objectives, Vocabulary Skills
Identifiers-*Defense Language Institute CA

Rolebooks and technical Iberian Spanish vocabulary for the job position of military advisory and assistance group (MAAG) officer of the Air Force are presented. The materials are part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. The roles required for job performance by MAAG officers are advisor, advocate, questor, and aide. The rolebooks provide sample Spanish utterances for each function for the following function categories: intellectual attitudes, emotional attitudes, and getting things done. These utterances indicate the tone and level of formality appropriate to each role. The vocabulary lists provide examples of technical or special terms that are required for adequate job performance. (SW)

ED 188 452 FL 011 155

Trueba, Henry T., Ed. Barnett-Mizrahi, Carol, Ed.

Bilingual Multicultural Education and the Professional: From Theory to Practice.

Pub Date-79

Note-498p.

Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($15.95)

Pub Type- Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, Cognitive Objectives, Communicative Competence (Languages), *Educational Assessment, Educational History, Educational Legislation, Educational Philosophy, Elementary Secondary Education, English (Second Language), Ethnography, Language Attitudes, Language Dominance, *Language of Instruction, Mathematics Instruction, Mexican Americans, *Multicultural Education, Reading Instruction, Science Instruction, *Second Language Learning, Social Studies, Sociolinguistics

A general text on bilingual multicultural education geared toward teachers, teacher trainers, supervisors, administrators, researchers, and other professionals in the field, at both the preservice and inservice levels, is presented. Contents are as follows: a historical, philosophical, and legal introduction to bilingual education; theoretical issues concerning language, culture, cognition, and the development of practical instructional designs as well as bilingual education models; the teaching of science, mathematics, reading, and social sciences in bilingual programs; second language teaching and its theoretical and applied aspects; the problems of evaluation; and current and controversial issues. Some specific topics of articles include: (1) classroom organization in the bilingual setting; (2) some basic sociolinguistic concepts; (3) ethnographic research on bilingual education; (4) a psychological framework for setting the stage for learning; (5) the role of attitudes and motivation in second language acquisition; (6) communicative competence; (7) natural language assessment; (8) measuring intercultural acceptance; (9) the compatibility of TESOL and bilingual education; (10) the Lau Decision reconsidered; (11) standard versus dialect in bilingual education; and (12) parent and community involvement. (SW)

ED 188 558 HE 012 916

Bowers, John Z., Ed. Purcell, Elizabeth F., Ed.

New Medical Schools at Home and Abroad.

Pub Date-78

Note-552p.; Proceedings from the Macy Foundation Conference (October 18-20, 1977).

Available from-Independent Publishers Group, 14 Vanderventer Ave., Port Washington, NY 11050 ($10.00)

Pub Type- Collected Works - Proceedings (021) - Books (010)

Document Not Available from EDRS.

Descriptors-Academic Standards, Accreditation (Institutions), Admission (School), Admission Criteria, *Educational History, *Educational Trends, *Foreign Countries, Higher Education, *Medical Education,

*Medical Schools, Medical Services, *Medical Students, Medicine, Minority Groups, Needs Assessment, Primary Health Care, Program Development

The emphasis, scope area, and development of new medical schools at home and abroad are examined in these papers presented at the Macy Foundation Conference in October 1977. Representatives from new medical schools were present from the United States, Britain, Canada, and Hong Kong. Medical schools and agencies presenting papers include: Eastern Virginia Medical Authority; University of Hawaii; University of Massachusetts; Mayo Medical School; Chinese University of Hong Kong; Memorial University of Newfoundland; University of Minnesota; University of Nevada, Reno; University of South Alabama; University of South Florida; Southern Illinois University; Texas Tech University; and Wright State University. Papers emphasizing a particular area included: Recent Developments in the Process of Accrediting Medical Schools; The Area Health Education Center Program in North Carolina; Converting a Two-Year School of Basic Sciences to a Four-Year Medical School (University of South Dakota); New Medical Schools in Japan; Minorities in Medicine; and the Process of Selecting Medical Students at McMaster University. It is indicated that the present swing in medical education is toward family medicine and primary care; however, with growing dependence on federal aid for survival the medical schools may lose the autonomy to follow trends that have been theirs in the past. A list of participants as well as an index are provided. (LC)

ED 188 603 IR 008 465

Harvey, Glen

Information Equity in the Field of Education: A Concept Paper.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Grant-OB-NIE-G-78-0203
Note-112p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Concept Formation, *Education, *Information Dissemination, Information Theory, *Justice, Policy, *Policy Formation, State of the Art Reviews
Identifiers-Educational Dissemination Studies Program

This paper provides the necessary conceptual clarification which will allow the notion of information equity to become a meaningful, usable concept upon which to base information oriented policies, programs, research projects, and service efforts in the field of education. It is divided into four major sections: Part I analyzes the concepts of equality and equity and determines the possible interpretations attributed to each; Part II analyzes information equity, focusing on the clarification of information related concepts and the synthesis of these concepts with equality and equity interpretations; Part III enumerates and explains the more practically-oriented issues involving information equity policy decisions and indicates the connection between conceptual and practical considerations; Part IV discusses general policy recommendations, indicating the direction in which information equity policy statements and programs should proceed. References and a bibliography are provided. (Author/FM)

ED 188 666 JC 800 264

Palmiotto, Michael J.

A Study of the Growth and Current Status of Criminal Justice Programs in Pennsylvania Community Colleges.

Pub Date-80

Note-133p.; Ph.D Dissertation, University of Pittsburgh

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 80-18321, MF $8.25, Xerography $16.50)

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-College Curriculum, College Faculty, *Community Colleges, Criminal Law, Degree Requirements, Enrollment Projections, Enrollment Trends, Financial Support, *Legal Education, *Police Education, Program Development, State Surveys, Student Characteristics, Teacher Characteristics, Two Year Colleges

Identifiers-Criminal Justice, *Pennsylvania

To determine the development, nature, and probable patterns of growth of criminal justice programs in Pennsylvania community colleges, the directors of the state's 11 criminal justice programs were interviewed. They were asked open-ended, leading questions related to program development, enrollment, curriculum, faculty, financing, and projections for the future. Selected findings include the following: (1) most programs were referred to as either criminal justice or administration of justice programs; (2) most had active advisory boards; (3) six were established without external encouragement; (4) in 1978, the programs employed 32 full-time and 78 part-time instructors; (5) enrollments had increased from 1968 to 1975 and decreased since; (6) the typical criminal justice student was a white, male, municipal police officer; (7) program attrition rates ranged from 1% to 50%; (8) eight schools awarded an associate of applied science degree; (9) general education requirement varied and the total number of credits required ranged from 60 to 64; (10) four schools offered special police training programs; (11) ten colleges granted credit for experiential learning; and (12) all faculty members had at least a bachelor's degree and most had criminal justice work experience. The report includes a literature review, the interview guide, and a bibliography. (AYC)

ED 188 704 JC 800 401

Lolley, John L.

Vocational Teachers and the College Library.

Pub Date- 80
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Books, *College Libraries, *Community Colleges, Government Publications, *Instructional Materials, Library Materials, Periodicals, Programed Instructional Materials, Teaching Experience, Textbooks, Two Year Colleges, *User Satisfaction (Information), *Use Studies, *Vocational Education Teachers

In order to gain a greater understanding of vocational teachers' use of and attitudes toward the college library, a questionnaire was administered to 138 full- and part-time vocational instructors at Tarrant County Junior College (TCJC), Texas. Study results indicate that vocational teachers at TCJC utilized printed materials in almost 75% of their courses. However, library-owned resources were used much less extensively than materials owned by the departments and instructors, even when the library holdings included the same books and periodicals. Teachers with less than one year's experience were the greatest users of eight of 11 types of instructional resources, utilizing departmentally and personally owned books in almost 80% of their classes. Teachers who were classified as library-users believed that students should read more than textbook assignments, that library materials help keep students abreast of developments in their field, and that library use develops critical thinking skills and improves grades. They were not satisfied with the library collection, class size, or that students need to use the library as part of their college education. Non-library-users indicated that they did not feel that the library needed to be used in skill development courses and that library materials were not easily accessible to the classroom. (AYC)

ED 188 761 PS 011 524

Irvine, David J. And Others

Continuity of Learning Experiences: A Key to Long-Range Effects of Prekindergarten.

New York State Education Dept., Albany. Div. of Research.

Pub Date-8 Apr 80

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Ability, Cognitive Measurement, Comparative Analysis, Grade 1, *Influences, Kindergarten Children, *Learning Experience, Longitudinal Studies, *Outcomes of Education, *Preschool Children, Primary Education, *Program Effectiveness, Verbal Ability

Identifiers-Cognitive Abilities Test, *Continuity, PeabodyPicture Vocabulary Test

To investigate the impact which continuity in children's programs might have for children's longterm cognitive and noncognitive development, effects of a prekindergarten (PreK) program on children's performance was measured using two cognitive measures at the end of the subjects' first grade year. Staff development activities in selected districts focused on ways to increase the continuity of children's learning experiences. Children in those districts were compared with children in districts with less continuity. Statistical controls were used for age, level of mother's education, family income, and cognitive performance at the beginning of PreK. On the Cognitive Abilities Test and on the Peabody Picture Vocabulary Test, the children in high-continuity districts surpassed children in districts with less continuity in both general reasoning and knowledge of verbal concepts. These findings provide evidence of the effectiveness of activities to strengthen continuity in children's educational experiences when those activities follow a developmental PreK program. (Author/MP)

ED 188 803 RC 012 062

Sultemeier, Barbara

Assessing Sex Role Development of Kindergarten Mexican-American Boys.

Pub Date-2 Feb 79

Note-19p.; Paper prepared for Southwest Educational Association (Houston, TX, February 2, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assertiveness, Behavior Development, Extended Family, *Fatherless Family, Fathers, Low Income Groups, *Males, *Mexican Americans, *Modeling (Psychology), Nuclear Family, Parent Role, Role Models, Self Concept Measures, *Sex Role, Socialization, *Young Children

Identifiers-*It Scale for Children, Texas

To assess sex role development in Mexican-American males, about 40 kindergarten boys from low middle to very low socioeconomic backgrounds were divided into 2 statistical test groups according to whether their fathers were or were not resident in the home. Data were obtained from toy preference scorings, which followed Biller's 1968 measure; scoring of aggressive independence by teachers and classroom aides; and the It Scale for Children (ITSC), which recorded responses to a figure drawing of a child of anomalous sex. No significant difference in sex-stereotyped responses was found. The results contrasted with Hetherington's 1966 and P. Sears' 1951 findings of less aggressiveness in boys whose fathers were absented before the boys were five years old. Alternate role-models such as older male siblings, uncles or grandfathers in an extended-family setting in Alice, Texas probably prevented disruption of role modelling from absence of fathers as in nuclear families. A quarter of each group identified with a boy with stylish longer hair representing a girlish boy'' stereotype when ITSC originated in 1956. More such sociological studies will aid educators to probe for methods and materials that will result in increased utilization of the educational capabilities of this cultural group. (SC)

ED 188 838 RC 012 110

Rosenfeld, Stuart A.

Education and Local Development: Federal Policies and Programmes for Education and Local Development in the United States.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-17 Jan 80
Note-42p.; Not available in paper copy due to publisher's preference.
Available from-Center for Educational Research and Innovation (CERI), Organisation for Economic Cooperation and Development (OECD), 2, Rue Andre-Pascal, 75775 Paris Cedex 16, France (free)
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Cooperation, *Community Development, *Cooperative Programs, Developmental Programs, *Economic Development, *Federal Legislation, *Federal Programs, Government Role, Job Training, Models, Policy, Relocation, Rural Development, *Vocational Education
Identifiers-Appalachian Regional Development Act 1965, Comprehensive Employment and Training Act, Economic Opportunity Act 1964, Housing and Community Development Amendment 1978, Public Works and Economic Development Act 1965, Rural Development Act 1972, Small Business Act 1958

Few national level programs in the United States directly support both local development and education/training. Although both are needed to accomplish the desired goals of economic stability and low unemployment, distinctly different sets of policies exist for each, and because of limited federal resources, each program is in competition with the other. This situation restricts the cooperative planning and joint action that might otherwise occur. Conflicting demands of the monetary goals of industry and the social goals of government also produce counterintuitive results. The foregoing are among the conclusions presented in this document on the federal policies and programs for education and local development. The initial section of this document examines a range of federal legislation affecting the relationship between education and local development and reviews legislation, federal programs, and policies in the areas of vocational education, job training and community economic development. The second section examines four models for local development (relocation, expansion, entrepreneurial and public service) which appear to underlie existing federal programs and analyzes how existing policies and programs support or inhibit each model. The final part of the document examines some of the causes and consequences of problems experienced in implementing and coordinating the various federal initiatives in the field of education and in local development. (Author/DS)

ED 188 856 RC 012 148

Tribally Controlled Community Colleges Assistance Act Amendment. Hearing Before the United States Senate Select Committee on Indian Affairs, Ninety-Sixth Congress, First Session on S. 1855 to Amend Public Law 95-471, The Tribally Controlled Community Colleges Assistance Act of 1978.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-26 Nov 79

Note-29p.; Not available in paper copy due to small print size. For a related document, see ED 162 785.

Pub Type- Historical Materials (060) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accreditation (Institutions), *American Indian Education, American Indian Reservations, *Community Colleges, *Educational Legislation, Educational Planning, *Federal Aid, Federal Indian Relationship, Federal Legislation, Government Role, *Hearings, Postsecondary Education, Self Determination, *Technical Assistance

Identifiers-Congress 96th, Senate Select Committee on Indian Affairs, *Tribally Controlled Community College Assist Act

The Senate Select Committee on Indian Affairs conducted a November 26, 1979, hearing regarding proposed amendment S. 1855 to the Tribally Controlled Community Colleges Assistance Act (PL 95-471), which would increase the authorization level for technical assistance grants from $3.2 million in fiscal 1981 and 1982 to $10 million for each year. At least 15 such colleges were on record as needing technical assistance, available only to accredited institutions of higher education, to bring them up to standards required for accreditation. Witnesses representing Dull Knife Memorial College and the American Indian Higher Education Consortium spoke in support of the amendment. The Bureau of Indian Affairs representative opposed the amendment as an unnecessary and disproportionately large increase in appropriations. The committee discussed changing the legal definition of a tribally controlled community college so that technical assistance funds could be available for postsecondary educational opportunities. The hearing report contains letters and telegrams both for and against the bill. (SB)

ED 188 993 SO 012 688

Volkmann, Roberta
Africa: A Unit for an Arts in General Education Curriculum. An Instructional Unit for Sixth Grade.
Illinois Univ., Urbana. African Studies Program.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 79
Note-75p.; For related documents, see SO 012 684-703. Several pages of photographs and illustrations may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*African Culture, *Area Studies, Art Education, Cross Cultural Studies, *Cultural Awareness, Educational Objectives, Elementary Education, Grade 6, Igbo, Instructional Materials, Interdisciplinary Approach, Learning Activities, Lesson Plans, Music Education, Shona, Social Studies, *Story Telling, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study
Identifiers-*Africa

The document presents the sixth grade teaching unit of an interdisciplinary work project on Africa, one of a number of products developed by a summer workshop for teachers on African curriculum development. The overall objective is to clarify some similarities and differences between Western and African cultures, as well as to illustrate diversity within the African continent. This unit is centered around the traditional African story-telling techniques, particularly those incorporating music, of the Igbo people of Nigeria and the Shona people of Zimbabwe. Introductory material states instructional objectives, including the central idea, seven concepts, and 19 skills pertaining to music, visual arts, language arts, and social studies. It also discusses teaching strategies and learning activities. The following section of the document presents six daily lesson plans. Each plan includes objectives, instructions for teacher preparation and implementation, a list of needed materials, activity suggestions, and reproducible handouts. Activities include listening to stories, discussing, learning chants, matching African and American proverbs, drawing inferences and conclusions, comparing cultures, and dramatizing. Concluding sections offer lists of audiovisual materials and books; suggested art, language arts, and social studies activities with bibliographies and handouts; and an appendix comparing African oral narratives of various areas. (CK)

English Pronunciation Lessons for Hmongs. Indochinese Refugee Education Guides. General Information Series No. 21.

Center for Applied Linguistics, Washington, D.C.; National Indochinese Clearinghouse and Technical Assistance Center, Washington, D.C.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date- Jun 80
Contract-600-78-0061
Note-46p.; Some faint print.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Asian Americans, *English (Second Language), Illiteracy, *Indochinese, *Pronunciation Instruction, *Second Language Instruction
Identifiers-*Hmongs

The purpose of this guide is to provide Americans who are teaching English to the Hmongs with a set of pronunciation lessons. These lessons are geared both to the particular problems Hmong speakers have in learning English, and to the particular pedagogical problems involved in teaching pronunciation to students who are for the most part illiterate in their native language. The 28 lessons deal with specific sounds. Teaching hints are offered, and list of sources for further reference is appended. (JB)

ED 188 625 IR 008 494

Clark, Jay B.

Cooperative Systems and Public Libraries Entering the 1980's.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-Sep 79
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Consortia, Information Systems, Library Administration, *Library Cooperation, *Library Networks, Online Systems, Opportunities, *Problems, *Public Libraries, *Systems Development

This examination of the problems and opportunities of system organization from the viewpoint of public libraries provides a perspective on the growth of library networks, their administration, and the pressures that opposed their development in the 1970's. It identifies the requirements for their further development, and looks at the need for new information systems and more effective marketing for the 1980's. Cooperative systems visited in the process of gathering interviews with librarians across the country are described. The report concludes with the observation that cooperative systems are libraries' best means of competing in a society dominated by large organizations because they can provide the mechanism for raising the funds necessary for adequate services. It recommends that a standard for data in information systems be developed, along with packaged software that would allow libraries to make problem-oriented systems more widely available at a lower cost. (FM)

ED 188 685 JC 800 348

Baker, John

Community College Attrition/Retention, 1980's.

California Community and Junior Coll. Association, Sacramento.
Pub Date-Apr 80
Note-9p.; Prepared for the California Community and Junior College Association Research and Development Conference (Monterey, CA, April 23-25, 1980)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, Annotated Bibliographies, Dropout Research, *Dropouts, Higher Education, *School Holding Power, *Student Attrition

This 37-item bibliography cites monographs, reports, and journal articles dealing with the factors affecting college student retention and attrition. The entries, arranged alphabetically by author, cite works on drop-out prevention strategies, the factors that precipitate retention or attrition, and methodology for conducting student attrition studies. Each citation provides a short synopsis of the work's content, as well as author, title, publisher, date of publication, and information on obtaining the item. (JP)

ED 188 783 PS 011 576

Lauritzen, Phyllis
Infant Family Day Care Training Project. Final Report.
Los Angelas Mission Coll., San Fernando, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-Sep 78
Grant-G007892244
Note-118p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Family Day Care, *Infants, *Personnel, Program Descriptions, Program Evaluation, *Staff Development, Trainees, *Training
Identifiers-*Infant Family Day Care Training Project

This report describes a model for the training of Family Day Care Providers who will care for infants and toddlers. Section I of this report includes a discussion of the child care issues and theoretical background which resulted in the development of the Infant Family Day Care Training project. The grantee is also described in this section. In Section II, an overview of the program and its objectives, and a summary of the recommendations are included. Section III provides a detailed description of the program elements and the formative evaluation process and results. Description and analysis of applicants and the trainees who completed the program are covered in Section IV. In Section V, the data resulting from the pre- and post-tests in which levels of knowledge and attitudes were measured and the results of the Exit Interview and Followup Survey are included. A short concluding section is followed by the appendices which contain all instruments used and the data in tabular form. (Author)

ED 188 905 SE 031 215

Higginson, William

Reach and Grasp: Observations on the Potential and Reality of Mathematics Education.

Pub Date-Jan 77
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Interdisciplinary Approach, Logical Thinking, *Mathematical Applications, Mathematics, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Philosophy, Teacher Attitudes, *Teacher Education

The first two parts of this paper deal with the potential and reality of mathematics in education. In the third section, some recommendations are made for narrowing the gap which seems to exist between the potential and the reality. Among these fifteen recommendations are: (1) the public should be educated about the nature of mathematics; (2) steps must be taken to improve the attitude of mathematics teachers; (3) there should be a curriculum emphasis on the dynamic process of mathematizing rather than on the static product of this process which is mathematical fact; (4) we must stress the historical roots and contemporary applications of mathematics; and (5) the mathematical community must give educational considerations a higher priority than is now the case. (MK)

Wieland, Anne And Others.
Elementary Science Guide 3rd Grade.
Anchorage Borough School District, Alaska.
Pub Date-78
Note-75p.; For related documents, see SE 031 444-450.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors Elementary Education, *Elementary School Science, *Grade 3, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students, grade 3. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Six units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information and proposed schedule. Worksheet masters are also included. Unit topics include Electricity, Force-Motion and Machines, Weather, Sink or Float, Mystery Powders, and Plants and Animals. (CS)

ED 188 473

FL 011 473

Modern Standard Arabic: Aural Comprehension Course. Volume VI: Lessons 41-48.

Defense Language Inst., Monterey, Calif.
Pub Date-76
Note-239p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.90; cassettes $12.80)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The sixth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals mainly with the present-tense forms of verbs of measure (forms). (AMH)

ED 188 538 HE 012 829

The Simulation of College Enrollments: A Description of a Higher Education Enrollment Forecasting Model. New York State 1978-1994.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.

Pub Date-Feb 80

Note-244p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Cohort Analysis, College Bound Students, Data Analysis, Declining Enrollment, Educational Supply, *Enrollment Projections, Full Time Students, *Higher Education, *Models, Part Time Students, *Population Trends, Prediction, *Predictive Measurement, Prognostic Tests, School Demography, *Simulation

Identifiers-*New York

A highly technical report describes higher education forecasting procedures used by the State Education Department of New York at Albany to project simulated college enrollments for New York State from 1978-1994. Basic components of the projections generated for full- and part-time undergraduates, full- and part-time graduates, and first-professionals are: prospective student pools, participation rates, distribution patterns, flow patterns, and grouping criteria. First-professionals are projected at current levels due to the assumption that interest exceeds available classroom space. Part-time undergraduate, full-time graduate and part-time graduate enrollments are projected by applying projected participation rates for each Regents region to projected population levels in those regions for one or more age group, and then applying projected student distribution patterns across types of institutions. Full-time undergraduate enrollment levels are determined with a synthesis of flow patterns between classes, residence and migration distribution patterns, competition among institutions, cohort participation ratios, cohort levels and a mixture of historical trends, moving averages and judgmental projections of selected component parts. Detailed formulas accompany each process, and are designed for use in other state forecasting models. General indications are that the number of traditional college-age youth has reached a peak and will soon decline in New York State. Appendices include a series of supplementary tables describing trends for various input data, more detailed projections of the data, a description of institutional drawing power, and definitions of data terminology. References are also appended. (DC)

ED 188 580 IR 008 428

Fretwell, Gordon, Comp.
ARL Annual Salary Survey, 1978-1979.
Association of Research Libraries, Washington, D.C.

Pub Date-Feb 80
Note-48p.; For related document, see ED 168 473.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, Higher Education, *Librarians, *Library Personnel, Library Surveys, *Personnel Data, *Research Libraries, *Salaries, Statistical Analysis, Tables (Data)

This report includes tabulations of median and beginning professional salaries for budgeted positions in all Association of Research Libraries (ARL) member libraries, and tables listing average salaries for filled positions in ARL's university libraries. The tables display information on average salaries by position, sex, minority group membership, and geographical location, size and type of institution. The report is divided into the following general headings: (1) salary levels for personnel in ARL libraries; (2) median and beginning professional salaries in ARL non-university libraries; (3) average, median, and beginning professional salaries in ARL university libraries; and (4) distribution of personnel and average salaries for positions in ARL university libraries. Explanatory notes are provided. (FM)

ED 188 647

JC 800 044

Academic Crossover Report: University of Hawaii, Community Colleges, Fall 1979.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Pub Date-Dec 79
Note-14p.; Several data tables were deleted due to irreproducibility
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges, Comparative Analysis, Courses, *Enrollment Trends, *General Education, *Majors (Students), Nonmajors, State Surveys, Two Year Colleges, *Two Year College Students, *Vocational Education
Identifiers-*Hawaii

Fall 1979 registration data from the seven Hawaii community colleges were analyzed to determine the course-taking patterns of different groups of student majors and the client-serving pattern of the different academic departments. Major findings reveal that students seeking a certificate were taking 71% of their course work in vocational courses; those seeking an associate degree (AA) were taking 87% of their work in general education courses; and those seeking an associate in science (AS) degree were taking 60% of their work in vocational courses. The courses taken by certificate and AS students were generally numbered less than 100; while AA students took 76% of their course work in courses numbered 100 or higher. The study also revealed that liberal arts majors took the bulk of their work (87%) in general education courses and that vocational majors took 62% of their courses in vocational education areas. Vocational students continued, as in previous years, to generate 80% of the vocational student semester hours (SSH's); however, the percentage of liberal arts majors served by the general education department dropped from 65% in 1978 to 61% in 1979. Other findings indicate that the proportion of SSH's generated in the general education area was slightly less than two-thirds of the total, and that 30% of all SSH's were in humanities courses. (JP)

ED 188 742 PS 011 456

New Approaches to Education of Children of Pre-School Age. Report of a Regional Meeting of Experts (Bangkok, Thailand, September 4-12, 1978).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-79

Note-84p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Developing Nations, *Early Childhood Education, Foreign Countries, *Preschool Children, *Program Development, *Regional Characteristics, *Regional Programs, Research

Identifiers-*Asia, *Oceania

This report of the regional meeting of experts in Asia and Oceania provides review of presentations from different countries, a review of research and pedagogical considerations, and recommendations concerning new approaches for early childhood education. Particular reference is made to disadvantaged rural and urban populations. Also included are an overview of the conclusions of group discussions; the conference agenda; lists of conference documents and conference participants; and copies of the address speeches. (SS)

ED 188 882 SE 031 126

Brotherton, Sheila And Others

Transformations. Geometry Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75
Grant-NSF-GW-7720
Note-47p.; For related documents, see SE 031 121-129 and ED 183 395-413.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activity Units, *Geometric Concepts, Geometry, Laboratories, Learning Modules, *Manipulative Materials, Mathematics Curriculum, Mathematics Instruction, Plane Geometry, Secondary Education, *Secondary School Mathematics, *Transformations (Mathematics), Worksheets

This is one of a series of geometry modules developed for use by secondary students in a laboratory setting. The thrust of this module is to introduce the student to transformations by having the student physically transform sets of points. Heavy use of manipulatives is made to aid the student in the transforming activity. Individual sections included in this module are: (1) What is a Transformation; (2) Paper Folding Machine; (3) Transparent Mirror Machine; (4) Symmetry (optional); (5) Reflecting a Reflection (composition of reflections); (6) The Rotor; (7) The Translator; (8) Isometrics; (9) Size Transformations; and (10) Similarity Transformations. (Author/MK)

ED 188 499 FL 011 587

A Guide to Manpower/Vocational ESL. Indochinese Refugee Education Guides. Adult Education Series No. 8.

Center for Applied Linguistics, Washington, D.C.; National Indochinese Clearinghouse and Technical Assistance Center, Washington, D.C.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date-Dec 79

Contract-600-78-0061

Note-66p.; Some faint print.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Annotated Bibliographies, *Curriculum Development, *English (Second Language), English for Special Purposes, *Material Development, Models, Non English Speaking, Program Design, *Program Development, Second Language Instruction, Success, Units of Study, *Vocational Education

This guide is directed toward educators who need information on how to create successful programs and curricula in vocational English as a second language (ESL) for adult non-English speakers living in the United States. The language content of a vocational ESL course is discussed. Various models for program design are presented. A chapter is devoted to adapting and creating materials for vocational ESL. Characteristics of successful manpower/vocational ESL programs are summarized. An extensive annotated bibliography is included. Two sample vocational instructional units, one on prevocational language skills and the other on clerical skills, are appended. (JB)

ED 188 518　　HE 012 790

Nasution, S. Virasai, Banphot, Eds.
Higher Education and Social Commitment.
Regional Inst. of Higher Education and Development, Singapore.
Pub Date-78
Note-131p.; Proceedings of a regional seminar (Singapore, December 15-17, 1977).
Available from-Maruzen Asia Pte Ltd., 6th Floor, Block 7, Ayer Rajah Industrial State, Singapore 0513 ($7.50)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Role, Educational Needs, *Educational Responsibility, Health Needs, *Higher Education, Housing Needs, Hunger, Individual Needs, Nonwestern Civilization, Nutrition, Poverty, Quality of Life, *School Community Relationship, School Involvement, *Social Responsibility, *Social Services, Socioeconomic Status
Identifiers-Asia (Southeast), Indonesia, Malaysia, Singapore, Thailand

The proceedings of the Regional Institute of Higher Education and Development's seminar and the meaning and implications of social commitment in higher education are reported. The welcoming address (S. Nasution) and the opening address (Y. B. Dato' Murad bin Mohd. Noor) welcome the participants and set the tone for the discussions to follow. The seminar was broken down into three categories. Part I, The Meaning and Implications of Social Commitment in Higher Education,'' (Wu Teh-Yao) sets a broad base for discussion. Part II, Socio-Economic Needs and Problems: Challenge to Higher Education in Southeast Asia,'' contains five papers related to higher education in Southeast Asia, using Malaysia, Singapore, Indonesia, and Thailand as focus areas. Part III, Means and Methods of Achieving Integrated Programmes in Higher Education in Southeast Asia to Meet Basic Needs for Food,'' contains six papers again focusing on the areas in Part II as examples. The final section offers conclusions and recommendations. It is concluded that universities should inculcate social commitment and responsibility as well as directing meaningful involvement among students and staff in meeting social obligations. Several recommendations are made by several countries for regional and national projects. Appendices include a program of the seminar and a list of participants and observers. (LC)

ED 188 686 JC 800 349

Reference Manual: Integrating and Implementing Policy Decisions.
California Community Colleges, Sacramento. Board of Governors.
Pub Date-Jan 80
Note-56p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Policy, *Community Colleges, Compliance (Legal), Educational Objectives, *Educational Planning, Governance, State Boards of Education, State Legislation, *State Standards, *Statewide Planning, Two Year Colleges
Identifiers-*California

At its December 1979 meeting, the Board of Governors of the California Community Colleges unanimously adopted a resolution initiating a process to integrate and implement several of its major policies. Specifically, the Board committed itself to: (1) establish measurable statewide objectives for community colleges; (2) review and redefine its existing minimum standards; (3) seek repeal or modification of Education Code provisions which unnecessarily restrict the use of district resources; (4) establish a process for the submission, review, and approval of district comprehensive plans; and (5) establish a process for determining compliance with minimum standards and for enforcing them. This reference manual includes the text of the December agenda item and the Board's subsequent action on the item. It also identifies the various policies that are intended to be integrated and implemented through the actions listed above. It contains Board policies on philosophy and goals; on accountability; on agency objectives and assignment of priorities to mandated functions; and on establishing minimum standards which have previously been adopted by the Board. The report includes a proposed implementation timetable and describes a model for the development of guidelines and standards in several governance areas. (Author/JP)

ED 188 723 JC 800 432

Wire, Donald R.

The Mastery Learning Program at Durham College: Final Report.

Durham Coll., N.C.
Pub Date-31 Dec 79
Note-23p.; For a related document, se JC 800 320
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, Black Colleges, Black Students, Conventional Instruction, *Educationally Disadvantaged, Instructional Materials, *Mastery Learning, Program Descriptions, Program Evaluation, Program Implementation, *Student Motivation, Teacher Developed Materials, Two Year Colleges, Two Year College Students
Identifiers-*Blooms Mastery Teaching Strategy

In spite of the brief duration of the Mastery Learning Program at Durham College, this final report on the activities and outcomes of the project reveals several positive effects upon students and faculty. The report begins by providing background data on the college, an independent junior college serving a population of economically disadvantaged minority men and women from rural areas in North and South Carolina and Virginia. It then discusses the outcomes expected during the program's first year of implementation, which included the development of complete sets of learning materials based on Bloom's Mastery Teaching Strategy for eight courses, their use for one quarter, and their evaluation. Next, the activities are described that were carried out to accomplish the objectives and the results of a comparison of the academic achievement of students taught by mastery and conventional approaches are provided. Program objectives and activities are presented as they were planned for the second year of the project, and the actual accomplishments of the prematurely curtailed program are described. After a discussion of the overall achievements and shortcomings of the program, the report addresses the issue of the dissemination of documents and information about the program and reviews the program's budgets and funding. A report evaluating the program's first year is appended. (AYC)

ED 188 784 PS 011 580

Baron, Lois J.
What Do Children Really See on Television?
Spons Agency-Concordia Univ., Montreal (Quebec).
Pub Date-Apr 80
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Children, *Childrens Television, Cognitive Processes, *Comprehension, Fantasy, Interviews, Production Techniques, *Television Viewing

Children from 3 to 14 years of age were asked questions pertaining to their understanding of such television-related characteristics as technique (zooms and edits), fantasy and reality, production source, and acting. Using semi-clinical interviews, the study assessed the kinds of thought processes characteristic of children at varying age levels as these processes related to thinking about television content and form. One hundred-fifty children from kindergarten and grade school, and 20 children from preschool were individually interviewed using a 28-item questionnaire. Levels of understanding were coded from 1 to 6, indicating degrees of understanding from no understanding'' to full understanding.'' Shifts toward more sophisticated understanding of the television-related concepts generally appear at the onset of concrete thinking in the child (ages 7, 8). Except for understanding of production source concepts (reception of T.V. signals and program scheduling) which appear later in development, the data confirm this trend. Tables are presented for the percentage of subjects at each age with at least partial understanding of television techniques, production source, acting, and reality and fantasy. (Author/SS)

ED 188 804 RC 012 063

Obura, Willis Bill

The Role of the Farm Family in Integrated Rural Development: The Decision Making Matrix Approach. Working Paper No. 4.

Regional Pan African Inst. for Development, Buea (Cameroon).

Spons Agency-International Assoc. Pan African Inst. for Development, Geneva (Switzerland).

Pub Date-Aug 77

Note-24p.; Paper prepared for Seminar on The Role of Local Institutions in Integrated Approach to Rural Development'' (Lusaka, Zambia, August 15-26, 1977).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*African Culture, Agricultural Trends, Change Agents, Community Development, Community Education, *Community Involvement, *Decision Making, *Developing Nations, Economically Disadvantaged, Economic Development, Family (Sociological Unit), Local Issues, *Models, *Rural Development, Social Status

Identifiers-*Africa (West), Bangladesh

Rural Africa includes some 80% of the African population; its people are poverty stricken, illiterate, ill-sheltered, and ill-nourished. These circumstances make rural development absolutely vital. However, past rural development policies have failed to take into consideration the structure and division of labor in the farm family, the traditional philosophy of the African decision making process, and the metaphysical world of the African peasant. Other obstacles to efficient rural development include conflict of interest and competition among the many agencies which labor to initiate rural development programs, as each institution operates on the assumption that its activities are sufficient to effect total change in the living conditions of the African farm family. Moreover, the technicians who act as change agents are highly susceptible to commands from their bureaucratic superiors and are, therefore, less responsive to the needs of the African rural family. The Comilla District Integrated Rural Development Programme (Bangladesh) offers an alternative model for rural development, as it incorporates a manager and a model farmer who act as internal, rather than external, change agents, attending external classes and then disseminating information at weekly village meetings. An integrated approach to rural development demands acceptance by governmental agencies of involvement of all social strata in planning and implementation. (JC)

ED 188 821 RC 012 090

Minter, Mary D.

Status of Civil Rights in Texas. Volume III: A Report on the Status of Minority Group Members and Women in Public Employment and Public Education in Texas During 1977.

Texas State Advisory Committee to the U.S. Commission on Civil Rights, Austin.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-Jan 80

Note-841p.; For related documents, see RC 012 087-089.

Pub Type- Opinion Papers (120)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors-Blacks, Civil Rights, *Employment Patterns, Employment Practices, Employment Statistics, Federal Legislation, *Females, *Government Employees, Mexican Americans, *Minority Groups, *Power Structure, *Public Education, State Boards of Education, State Government, State History, Underemployment

Identifiers-*Texas, Voting Rights Act 1975

The Texas tradition of placing women and minorities in lower paying, less prestigious jobs without policy-making responsibility continued through the 1970s in the areas of public employment and public education. For all employment at all governmental levels in all regions and city sizes, minority members and women earned the lowest salaries. Prestigious, well paying, key decision-making jobs were almost exclusively the province of white/Anglo males. Where large minority concentrations existed, minority participation in key positions was enhanced but by no means assured. Public education reflected the trends of public employment in that there was an absence of minority members and women in key positions throughout the state system. Even when a minority group formed a majority of the local population, key administrative staff was not necessarily drawn from the minority. Superintendents were minority members only when a majority of the local school board were also minority members. Within the Texas Education Agency, 90% of the jobs with salaries over $25,000/year were held by men and 93% by white/Anglos, while 77.2% of the jobs with salaries under $10,000/year were held by Hispanic women. (SB)

ED 188 906 SE 031 216

Dougherty, Mary K.
An Annotated Bibliography of the Chisanbop Method of Finger Calculation.
Pub Date-20 Jun 80
Note-16p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Addition, Algorithms, *Annotated Bibliographies, Division, Elementary Education, *Elementary School Mathematics, Mathematics Curriculum, *Mathematics Instruction, Mathematics Materials, Multiplication, Research, Subtraction, Teaching Methods
Identifiers-*Chisanbop Method, Finger Calculation, *Mathematics Education Research

The term Chisanbop is the trademark for the finger calculation method originally developed by a Korean, Sung Jin Pai. It was refined and simplified by his son, Hang Young Pai, who introduced the technique to the United States in 1976. This annotated bibliography has been organized in five categories. Readings in the first category, Historical Background of Finger Counting Systems, give information about the way past civilizations used fingers to meet mathematical needs. The second, Instructional Materials, provides a list of materials which are presently being used in schools and homes to instruct beginners in finger calculation. The articles annotated in Informational Articles have appeared in journals to give the public a ``bird's eye view'' of this unconventional teaching method. Reactions has been chosen as a follow-up to the first three categories. The selections in this section include articles written by experts, in the field of mathematics or other educational areas, who have evaluated the Chisanbop program. After becoming aware of the Chisanbop method through the categories mentioned, it is hoped that from the data collected in the final category, Research Findings, some generalizations about its effectiveness can be made. (Author/MK)

Wieland, Anne And Others
Elementary Science Guide 4th Grade.
Anchorage Borough School District, Alaska.
Pub Date-78
Note-118p.; For related documents, see SE 031 444-450.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Education, *Elementary School Science, *Grade 4, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students, grade 4. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Four units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Colored Solutions, Plants and Animals, Atoms and Molecules, and Earth Science - Rocks. (CS)

ED 188 956 SO 012 588

Policy Towards Social Sciences in Asia and Oceania. Report on the Meeting of Experts. Manila, Philippines, 3-7 April 1978.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-153p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role, *Educational Policy, Meetings, *Policy Formation, Regional Cooperation, Regional Programs, Reports, Research and Development Centers, Social Science Research, *Social Sciences
Identifiers-Afghanistan, *Asia, Australia, Bangladesh, India, Indonesia, Iran, Korea, Malaysia, Mongolia, Nepal, New Zealand, *Oceania, Pakistan, Philippines, Singapore, Sri Lanka, Thailand

The document reports on a meeting of Asian social science policy experts sponsored by UNESCO. The objectives of the meeting were to review the basic elements of the social science policies of countries in Asia and Oceania, to examine the feasibility of establishing a Regional Centre for Social Science Research, and to make recommendations for further formulation of social science policies at national and regional levels. Experts attended from 16 countries: Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Republic of Korea, Malaysia, Mongolia, Nepal, New Zealand, Pakistan, Philippines, Singapore, Sri Lanka, and Thailand. Sessions covered organization of the meeting, the social science situation in Asia, brief reports concerning basic elements of social science policy in each country, possible formats and role of a regional social science centre, and ways UNESCO could promote the social sciences. The concluding session made ten recommendations, including the development and promotion of faculty training and reorientation courses, exchange of expertise and experience, cross-cultural comparative research, status reports, a regional centre, and an inter-governmental conference. Annexes to the report include discussion of the social science situation in Asia, statements from each country on social science policy and related issues, the welcoming address, the introductory statement, and a list of participants. (CK)

ED 188 975 SO 012 667

Cortes, Carlos E. Campbell, Leon G.

Race and Ethnicity in the History of the Americas: A Filmic Approach. Film Series No. 4.

California Univ., Riverside. Latin American Studies Program.

Pub Date-Nov 79

Note-56p.

Available from-Latin American Studies Program, University of California, Riverside, CA 92521 ($3.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indians, Blacks, Comparative Analysis, Content Analysis, Course Descriptions, Cultural Differences, *Ethnicity, Ethnic Stereotypes, *Film Criticism, Film Study, Higher Education, Latin American History, *Race, Racial Attitudes, Teaching Methods, *United States History

This publication is the product of a college course which focused on the general concept of race and ethnicity in films from a cross-national comparative perspective. The authors hope that the booklet will be useful to teachers who present courses on film and history, for those who use film in their general history courses, and for those who teach courses on comparative race and ethnicity. Students analyze films focusing on the historical experiences of Blacks, American Indians, and white ethnics in the United States and Latin America. These films provided examples of how filmmakers in the two areas viewed their nations' experiences including ethnic groups and interethnic relations. In addition the students learned how to analyze films as historical evidence and how to utilize and evaluate this evidence. Books and lectures provided students with historical background about the countries and themes. The booklet contains an introductory essay on the development of the authors' film and history pedagogy, issues in teaching about race and ethnicity, the structure of the course and the strengths and weaknesses of student film analyses. The bulk of the booklet contains fourteen student film analyses that were written during the course. (Author/RM)

ED 188 581 IR 008 431

Julian, Charles A.

A Comparative Study of Subject Approaches in C.I.J.E. and Education Index with Reference to Three Areas in Education.

Pub Date-Sep 78
Note-127p.; Master's Thesis, University of Sheffield (England). Parts marginally legible. Best copy available.
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Analysis, *Education, Educational Psychology, *Indexes, Indexing, *Periodicals, School Administration, Special Education, *Subject Index Terms, Thesauri
Identifiers-*ERIC

This study examines the differences in subject approaches found between two secondary services in education: Education Index and ERIC's Current Index to Journals in Education (CIJE). A sample of 30 journal articles was taken from each tool in the areas of educational psychology, school administration, and special education; after an investigation of the characteristics of the displays of thesaural descriptors in CIJE and the subject headings in Education Index, an analysis was made of the topics under which each article was indexed in both tools. The data analysis includes a quantitative description of the sample, the structure of the three areas in education as found in both the thesaurus and subject heading list, terminological characteristics, and a general summation of findings. The thesaurus and its role in the retrieval of materials utilizing educational terminology is discussed along with problems encountered in trying to index educational terms. An appendix includes data from the sample and several thesaural displays. (Author/FM)

ED 188 604 IR 008 466

Clark, Richard E.

Issues in the Transfer of Instructional Technology between Nations.

Pub Date-22 Mar 80
Note-24p.; Paper presented at the Annual Conference of the Comparative and International Education Society (24th, Vancouver, Canada, March 22, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Technology, *International Educational Exchange, International Programs, *Problems, Teaching Methods, Technical Assistance, *Technology Transfer, Transfer of Training

Based on the assumption that educational technology transfers are vital to the continuing growth of all nations and that the issues connected with this activity are large and complex, this discussion addresses five major problems associated with international educational exchange: (1) inadequate understanding of the problem to be solved by technology, (2) conflicting theories which lead to conflicting employment of instructional methods, (3) misunderstandings about the science which underlies the technology, (4) vague definitions of technologies, and (5) unfortunate matches between problem and technology. After a review of the problems raised by each issue, suggestions for a solution or approaches which may lead to a solution are made. References are provided. (FM)

ED 188 626 IR 008 495

Shaffer, Dale E.

Criteria for Improving the Professional Status of Librarianship.

Pub Date-80

Note-50p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Criteria, Ethics, *Librarians, *Library Science, *Professional Development, Professional Education, Professional Recognition, *Standards

This description of the distinguishing characteristics, criteria, and responsibilities of a true profession provides an analysis of the traits attributed to professional services by society in the hope that librarians will use them to improve the status of their field. Chapters examine the following topics: the meaning of the term profession, intellectual activity, the closely-knit professional organization with an altruistic philosophy, education, standards, code of ethics, service over personal gain, life career, research, continuous professional development, social necessity, recognition by the public, standardized terminology, and characteristics of library work. A list of related publications for librarians is included. (FM)

ED 188 705 JC 800 402

Mehallis, George And Others

Formation of a Human Services Consortium.

Miami-Dade Community Coll., Fla.

Pub Date-1 Apr 80

Note-13p.; Papers presented at the Annual Convention of the American Association of Community and Junior Colleges (60th, San Francisco, CA, March 30-April 2, 1980)

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alcoholism, *Community Colleges, *Consortia, Correctional Rehabilitation, *Curriculum Development, Day Care, Demonstration Programs, *Drug Abuse, Gerontology, *Human Services, Instructional Materials, Introductory Courses, Job Training, Learning Modules, Mental Health, Program Development, Social Workers, *Training Objectives, Two Year Colleges

Identifiers-*National Human Services Drug Abuse Project

Background information is provided concerning the efforts of Miami-Dade Community College (M-DCC), under the sponsorship of the National Institute on Drug Abuse, to form a national consortium of two-year colleges for the development of Human Resources programs aimed at training chemical substance abuse workers. The report first presents introductory comments by George Mehallis noting the advantages of participation in consortial endeavors. These are followed by Joseph L. Olson's summarization of the project's history and progress to date. Olson outlines the efforts undertaken by M-DCC to identify necessary learning objectives, group them in terms of courses offered at member colleges, and develop introductory courses on Human Services in general and drug abuse in particular. James E. O'Connor then describes the role of program design teams, made up in part by educators from member colleges, in establishing a set of generic Human Services knowledge and skills goals and in identifying specialty goals for child care, drug abuse, alcohol abuse, mental health, corrections, and gerontology. O'Connor also discusses the categorical obligations of M-DCC with regard to consortium formation, materials development, and program modeling. (JP)

ED 188 743 PS 011 457

Moore, Evelyn K.

Testimony on the Implementation of Title II of Public Law 95-266, The Adoption Opportunities Act of 1978, Before the Senate Subcommittee on Child and Human Development.

National Black Child Development Inst., Inc., Washington, D.C.

Pub Date-17 Apr 80

Note-8p.

Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Problems, *Adoption, *Black Youth, *Federal Legislation, *Minority Group Influences

Identifiers-*Adoption Opportunitites Act 1978

This testimony by the Executive Director of the National Black Child Development Institute on the implementation of The Adoption Opportunities Act of 1978 discusses the implications of the act for black children and the need for minority input in the implementation process. It is argued that the success of programs in the act relevant to black children may hinge upon the degree of awareness and understanding of the unique problems facing black foster children. Criticisms are made against the Administration for Children, Youth and Families for their failure to actively seek black participation in advisory or administrative capacities. (SS)

ED 188 762 PS 011 525

Shaha, Steven H.
Sex Roles: A Product of Socialization or a Biological Heritage.
Pub Date- 75
Note-36p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aggression, *Females, Literature Reviews, *Males, *Nature Nurture Controversy, *Sex Differences, *Sex Role
Identifiers-Harlow (Harry F), *Monkeys

This paper reviews selected studies of aggression in males and females and concludes that physiological, emotional and behavioral differences exist between the sexes. Primate studies, conducted by Harlow, are employed as evidence that sex differences in aggression are primarily biological and not primarily cultural phenomena. It is further concluded that sex differences are essential to the survival of the individual and the family and that the conceptualization of sex differences in terms of socialized sex-roles is fundamentally mistaken. (RH)

ED 188 857 RC 012 149

Select Committee on Indian Affairs United States Senate Legislative Calendar. Ninety-Sixth Congress, 1979-1980, First Session.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Pub Date-31 Dec 79
Note-41p.; Not available in paper copy due to small print size.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indians, Federal Government, *Federal Indian Relationship, *Federal Legislation, Hearings
Identifiers-*Congress 96th, *Senate Select Committee on Indian Affairs

The calendar summarizes all action taken by the Senate Select Committee on Indian Affairs during the first session of the 96th Congress, Jan. 1 to Dec. 31, 1979. All Senate Bills and Resolutions and House Acts and Resolutions referred to the Committee are listed numerically as are committee reports and public laws resulting from committee action. A summary of each bill, act, and resolution includes the number, author, date referred, intent, and chronological summary of committee action taken. Special committee actions are listed chronologically by subject. A chronological list of committee hearings includes the title and subject of each hearing. Hearing reports and committee prints are listed alphabetically. Executive communications, reports, and petitions are then briefly described in a chronological listing. The calendar includes alphabetical subject and author indices to all bills and resolutions referred to the committee. Committee rules and jurisdiction are set forth. The calendar contains a brief statistical summary of committee activities during the 95th Congress. (SB)

ED 188 994 SO 012 689

Lewis, Elaine

African Unit. An Instructional Unit for Sixth Grade.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 77

Note-36p.; For related documents, see SO 012 684-703. Not available in paper copy due to marginal legibility of original document.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Culture, *African History, *Area Studies, *Cultural Awareness, Educational Objectives, Elementary Education, Folk Culture, Grade 6, Igbo, Interdisciplinary Approach, Learning Activities, Mandingo, Maps, Minicourses, Resource Materials, Social Studies, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study

Identifiers-Africa

This teaching guide presents objectives, activities, pre and posttests, and handouts to help sixth grade classroom teachers as they develop and implement educational programs about Africa. The major purpose is to help students develop positive attitudes toward other cultures, particularly African cultures. Specific objectives are to help students understand, appreciate, and respect African lifestyles and various African art forms and learn basic facts about the African continent. Developed at an interdisciplinary summer workshop for teachers on African curriculum development, the instructional guide is intended as the basis of a six-week minicourse. The guide is presented in four major sections. Section I offers test questions and outlines student assignments involving task cards and scrapbooks. Section II explains how students can analyze cultural material, with particular regard to bias and cultural context. Sections III and IV focus on the Mandingo people of Ghana and the Igbo people of Nigeria. Topics discussed include housing, family and kinship, plants and animals, clothing, markets, masks, music and dance, naming ceremonies, folktales, and systems of government. For each topic, information is presented on materials, activities, and procedures. Students are involved in a variety of activities including map and globe work, listening to music, viewing films and slide shows, discussing issues in class, and playing African games. The final section examines geography of the African continent. Students are directed to work with maps and globes, read and discuss textbook assignments, and make travel posters. (DB)

ED 188 435 FL 010 796

Setzler, Hubert H., Jr. And Others

11BF1 Operations/Intelligence Specialist Special Forces (Mandarin Chinese). Method for Determining Language Objectives and Criteria, Volume VIII.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-233p.; For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Chinese; English
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, *Language Usage, *Mandarin Chinese, Military Personnel, Occupational Information, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Language Skilled People

The job position of operations/intelligence specialist as performed in Mandarin Chinese is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job-duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Mandarin Chinese language requirements for operations/intelligence specialists. The job tasks of this position use two communicatives activities: demonstrates'' and teaches.'' The language functions critical to communicative task performance are referenced in the TSOs and EOs. Following each TSO a mapping sheet is provided to direct the user to the materials which further define both the communicative activities and the Mandarin Chinese language necessary to accomplish those tasks. The EOs provide a detailed outline of each communicative activity required. (SW)

ED 188 453 FL 011 178

Aller, Wayne K. And Others

The Acquisition of Ask, Tell and Promise Structures by Arabic Speaking Children.

Pub Date-77
Note-35p.; Revised version of a paper presented at the University of Wisconsin Linguistics Symposium (6th, Milwaukee, WI, March 18, 1977).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Arabic, *Child Language, *Comprehension, *Language Acquisition, Language Research, *Linguistic Competence, Linguistic Theory, Sentence Structure, *Syntax, Verbs

In a study extending and refining Carol Chomsky's research, 48 Arabic speaking children aged six, eight, and ten were tested for their comprehension of imperatives using the complement-requiring verbs Ask, Tell, and Promise. Clear support for children's overgeneralization of the minimal distance principle was found only with Promise constructions. When a classification error by Chomsky (including a more complex sentence among her simplest Ask/Tell Case) was corrected by making a new case of this construction, it was found to be much harder than all but Chomsky's most difficult type. Overall, there was a strong tendency to interpret both Asks and Tells as direct speech, and therefore to ask the why clause. In the case of Ask constructions this leads to asking with the wrong subject. There were definite, age related

Ask stages based on correct subject assignment. It is proposed that comprehensibility is not, as Chomsky claimed, simply one to complement clause complexity defined as the number of deletions from suface. (Author/SW)

ED 188 474 FL 011 474

Modern Standard Arabic: Aural Comprehension Course. Volume VII: Lessons 49-56.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-244p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.90; cassettes $12.80)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Nouns, Pattern Drills (Language), Plurals, Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The seventh of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume introduces the present-tense form of verbs of measures (forms); and dual forms of nouns, adjectives, relatives, demonstratives, and personal pronouns. (AMH)

ED 188 559 HE 012 918

Bentley, Donna Anderson Blount, H. Parker

Testing the Spaced Lecture for the College Classroom.

Pub Date-May 80
Note-23p.; Paper presented at the Annual Meeting of the Georgia Psychological Association (Macon, GA, May 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques, *College Instruction, *Course Organization, Educational Experiments, Higher Education, Instruction, Learning Processes, *Lecture Method, Primacy Effect, *Retention (Psychology), Student Improvement, *Study Guides, *Study Skills, Teaching Methods
Identifiers-*Spaced Lecture Method

A study was undertaken to assess the efficacy of the spaced lecture as a possible alternative to the traditional lecture method. The spaced lecture separates note-taking from intensive listening. Two hundred male and female freshman and sophomore students at a junior college in Georgia in fall 1978, in intact classes, were administered three main effects: note-taking versus no note-taking; outline provided versus no outline; and spaced lecture versus traditional lecture. Four dependent variables were derived: immediate recall, delayed retention, high importance material, and low importance material. Findings reveal, after statistical analysis of the results, that either note-taking or an outline is essential to recall, regardless of material presentation by the teacher. It appeared that note-taking and outline serve as processing strategies. Several areas for further study are suggested: notes as external storage for further memory; effects of fast speech rate in lecturino-; length of the space in spaced lecture; length of the lecture itself; number of lecture segments; nature of the outline; effects of student attitude; video or live lecture; concept versus fact learning; and high versus low ability and note-taking. It is suggested that the present study did not completely settle the question of the value of notes themselves, although they did not interfere with recall and did aid in external processing. It appears that passive'' listening to lectures does not produce superior learning. (MSE)

ED 188 667 JC 800 267

Report for Florida Community Colleges, 1978-79.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date-Apr 80
Note-169p.; Tables with small print may not reproduce well
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, Articulation (Education), College Role, *Community Colleges, Community Education, *Educational Finance, Educational History, *Educational Philosophy, Educational Policy, Enrollment, *Enrollment Trends, Expenditures, High School Equivalency Programs, Program Costs, State Agencies, State Aid, State School District Relationship, *Statewide Planning, Teacher Salaries, Two Year Colleges, Vocational Education
Identifiers-*Florida

As an information resource for legislators and the general public, this report describes the goals, organization, characteristics, and financial status of the Florida Community Colleges (FCC). After introductory material outlining the history of the FCC system since 1957, the report discusses the commitment of the colleges to the provision of comprehensive post-secondary education within commuting distance of all citizens. Policies designed to achieve this objective are enumerated, followed by brief descriptions of the state and local agencies involved in community college governance. Next, the report describes efforts toward the improved articulation of FCC courses and services with Florida's secondary and higher education institutions, and then discusses the statewide planning of vocational, adult, and community education programs within the system. The bulk of the report consists of 29 tables providing statistical data related to enrollment; occupational, apprenticeship, and developmental programs; degrees awarded; semester hours attempted and earned; teacher salaries; the General Current Fund; the Restricted Current Fund; educational and general expenditures; unexpected plant fund additions and expenditures; full costs; and direct costs of instruction. A classification of community college programs and services and a glossary of terms are appended. (JP)

ED 188 839 RC 012 111

Strategies and Procedures in Developing and Implementing Curriculum. Report of a Sub-Regional Training Workshop on Curriculum Development (Seoul, August 1-30, 1977).

Asian Centre of Educational Innovation for Development, Bangkok (Thailand).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Pub Date-78
Note-97p.; Not available in paper copy due to publisher's preference.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role, Community Development, *Curriculum Development, Curriculum Problems, *Nutrition, *Program Implementation, *Rural Development, School Role, *Skill Development, *Workshops
Identifiers-*Asia, Iran, Korea, Nepal, Thailand

Nine representatives of Thailand, Nepal, Iran, and the Republic of Korea met in Seoul during the month of August, 1977, for a curriculum development training workshop co-sponsored by the Korean National Commission for UNESCO and the Asian Centre of Educational Innovation for Development (ACEID). One aim of the workshop was to improve the participants' skills, knowledge, and techniques of designing and analyzing curriculum development activities in the areas of nutrition, skill development, and rural transformation. A second objective was the development of possible solutions to each country's specific curriculum development problems. The workshop followed a three-phase plan. First, representatives from each country exchanged information and reported on the results of previously held national workshops. Participants then visited and observed 12 pertinent projects, mostly related to Korea's Saemaul Movement, thereby obtaining an idea of that program's overall structure, operation, and socio-economic effect. Finally a review and discussion of the observed projects gave rise to the development of guidelines for improving the strategies and procedures in curriculum structure, development, and implementation based on each country's situation. Participants completed the workshop with recommendations to ACEID/UNESCO and their Ministries of Education. (SB)

ED 188 883 SE 031 127

Hoffman, Irwin And Others

Car-Buying. Computer Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-46p.; For related documents, see SE 031 121-129 and ED 183 395-413. Contains marginal legibiliy. Best copy.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Activity Units, Business Education, *Computer Oriented Programs, *Computer Programs, *Consumer Education, Insurance, Laboratories, Learning Modules, *Mathematical Applications, Mathematics Curriculum, Mathematics Instruction, Money Management, *Purchasing, Secondary Education, *Secondary School Mathematics, Worksheets

This is one of a series of computer modules designed for use by secondary students who have access to a computer. The module, designed to help students understand all facets of car-buying, includes a statement of objectives, a time schedule, a list of materials, suggested evaluation procedures, an outline for each section, and several computer programs written in BASIC. (MK)

ED 188 500 FL 011 608

Bialystok, Ellen And Others

The Teaching and Learning of French as a Second Language in Two Distinct Learning Settings.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-78
Note-125p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Core Curriculum, Discourse Analysis, Elementary Education, Elementary School Students, *French, Grade 6, Immersion Programs, *Language Processing, Language Research, Learning Modalities, *Learning Processes, Models, Psycholinguistics, Research Methodology, *Second Language Instruction, *Second Language Learning, Student Teacher Relationship, Teaching Methods

This is a report of a study in two parts, one on teaching and the other on learning. The subjects of the first part were sixth graders in two different programs, one a core program and the other an immersion program. The subjects of the learning study were secondary school students and adults. The purpose of the study was: (1) to develop appropriate research methodologies, (2) to understand language teaching and learning processes by observing them under different conditions, and (3) to indicate the possible interrelations between teaching and learning in formal classrooms. Each part of the investigation describes the relevant research model and reports on the application of the model to some issues, specifically, the effects of the learning setting, the age of the learner and the attained level of proficiency. The instrument in the teaching section analyzes teaching activities and the discourse functions that characterize the verbal interaction between teacher and students. The learning study model attempts to account for the way in which information about the language is assimilated by the learner, represented by the learner as knowledge, and then used to form language responses. The teaching instrument identifies some essential differences in language teaching in the two types of classes; the learning model indicated that explicit and implicit information about language have unique roles in the solution of specific language tasks. (Author/AMH)

ED 188 519 HE 012 791

Higher Education and the Masses.

Spons Agency-German Foundation for International Development, Bonn (West Germany).; Regional Inst. of Higher Education and Development, Singapore.
Pub Date-78
Note-153p.; Proceedings of the Joint International Conference (Singapore, September 1-9, 1977).
Available from-Maruzen Asia Pte Ltd., 6th Floor, Block 7, Ayer Rajah Industrial State, Singapore 0513 ($7.50)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Education, *Consultation Programs, *Developing Nations, Futures (of Society), *Higher Education, International Educational Exchange, International Programs, Quality of Life, Rural Population, *School Community Relationship, Social Change, *Social Responsibility, *Social Services, Socioeconomic Status, Urban Population
Identifiers-Southeast Asia

The responsibility and relationship of the Asian system of higher education to the masses is the theme of these proceedings of the German Foundation for International Development (DSE) and the Regional Institute of Higher Education and Development (RIHED) joint conference. Objectives of the conference were the following: (1) to examine the existing state and foreseeable trends of the development of higher education and research in Asia in general and in Southeast Asia in particular; (2) to analyze the role of higher education with special emphasis on its impact on rural and urban masses; (3) to exchange experiences between German university staff, Asian experts and German cooperating agencies concerning higher education and research; and (4) to take stock of the experiences and results from bilateral, regional and international cooperation in higher education and research and to discuss and develop guidelines and proposals for the promotion of existing projects and new projects and new projects. Some of the several conclusions drawn at the conference were these: there is a need for Asian institutions of higher education and German agencies concerned with aiding such institutions; Asian institutions must determine the needs of the population by conducting appropriate research studies; and support UNESCO and other international organizations in their attempt to develop useful strategies for Third World nations. Appendices include: the conference program, list of participants, steering committee, list of acronyms, the DSE, the RIHED, and extracts from the Educational and Scientific Aid Programme of the Federal Republic of Germany. (LC)

ED 188 539 HE 012 830

Conrad, Clifton F. Wyer, Jean C.

Liberal Education in Transition. AAHE-ERIC/Higher Education Research Report No. 3, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-77-0073
Note-73p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($3.00 members, $4.00 non-members).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Education, Core Curriculum, Curriculum Development, Educational Philosophy, *Educational Trends, Foundations of Education, Futures (of Society), *General Education, *Higher Education, *Humanities Instruction, *Liberal Arts, Models, Relevance (Education), Theories

The changing tradition of liberal education in America is examined against the backdrop of Greek, medieval, colonial American and German expressions of the liberal tradition and its necessary humanistic disciplines and pursuits. After a historical discussion of various manifestations of liberal education through the ages, recent strains of liberal education alternatives are reviewed. Seven major trends in liberal education during the 1970s are identified: the movement back to a required, integrated group of courses or experiences under a core'' curriculum; renewed interest in relating the outcomes of liberal education to curricular programs; redefinition of liberal education in terms of process and not simply content; a move away from the traditional exclusive emphasis on reason and intellect; a new focus on values or moral education; development of new relationships between the liberal arts and the professions; and redesigned curriculum structures such as degrees, credits, administrative structures and calendar arrangements. Given these particular educational trends, the recent models of Bergquist, Chance and Conrad are examined using criteria of content, process, and outcomes to isolate further trends in liberal education theory. Finally, distributive, integrative and competence-based models of liberal education are arrived at which subsume previous models and which offer new insights into future trends in the liberal tradition. A lengthy bibliography is appended. (DC)

ED 188 605 IR 008 467

Rothstein, Jerome

Parallel Processable Cryptographic Methods with Unbounded Practical Security.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Report No.-TR-OSU-CISRC-77-9
Pub Date-Jul 77
Note-18p.; Paper presented at the IEEE International Symposium on Information Theory (Ithaca, NY, October 10-13, 1977).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algorithms, *Codification, Computer Programs, *Confidentiality, *Data Bases, Information Theory, Online Systems

Addressing the problem of protecting confidential information and data stored in computer databases from access by unauthorized parties, this paper details coding schemes which present such astronomical work factors to potential code breakers that security breaches are hopeless in any practical sense. Two procedures which can be used to encode for reliability and noise immunity are described: groupoid and quasigroupoid string coding systems, and bus automata used as parallel coders and decoders. References related to cryptographic security are listed. (FM)

ED 188 627 IR 008 496

Baechtold, Marguerite

Early Childhood Library Programming: Measurement and Evaluation. Final Report.

Western Michigan Univ., Kalamazoo. School of Librarianship.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79
Grant-G007801816
Note-94p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Aids, Conferences, Demonstration Programs, *Evaluation Methods, Librarians, *Library Services, Media Specialists, *Program Evaluation, Public Libraries, School Libraries, *Young Children

This research and demonstration project was undertaken to study styles and techniques of evaluation which are applicable to early childhood programming in school and public libraries, and to identify during a working conference some methods of measuring outcomes in order to improve and justify library programs for young children. The study report discusses a literature search in librarianship and the related fields of educational sociology, social work, and behavioral psychology; pre-planning for the working conference; the recruitment of participants; proceedings of the conference; and the conference follow-up. Examples of materials used in conference presentations, simulation devices, an analysis of the project, conclusions, a summary, and outcomes are provided, and appendices include a fact sheet, a revised list of staff for the conference, announcements, application and confirmation forms, a list of participants, and the agenda for the working conference. (FM)

ED 188 648 JC 800 106

1979 Graduates Placement Report: New Hampshire Technical Institute and New Hampshire Vocational-Technical Colleges.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.
Pub Date-Jan 80
Note-44p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Graduates, Education Work Relationship, *Employment Patterns, Employment Statistics, Geographic Mobility, *Job Placement, Majors (Students), Salaries, State Colleges, Technical Education, *Technical Institutes, Trade and Industrial Education, Two Year Colleges, Vocational Education, *Vocational Followup
Identifiers-*New Hampshire

The New Hampshire Technical Institute and the six New Hampshire Vocational-Technical Colleges graduated 906 students from 45 occupational programs during the 1978-79 academic year. By October 1979, 710 graduates (78%) were employed in full-time positions; 98 (11%) were continuing their education full-time; 6 (1%) had entered military service; 27 (3%) were not seeking employment; and 48 (5%) were still seeking employment. Many positions were obtained as a result of the efforts of the lifetime placement service provided at each institution. Of the employed graduates, 95% were working in a field closely related to their major and 82% accepted jobs in New Hampshire. Average annual salaries for the graduates who were employed full-time ranged from $8,334 for business and management majors to $10,864 for engineering technology majors. The study report provides a breakdown of data by college and program area and lists the business, industrial, and health organizations whose representative interviewed graduates as well as those actually employing them. An outline of the adult education and apprentice courses offered through the Extension Division of the Institute/College System is also provided. (JP)

ED 188 763 PS 011 527

Clough, James R.

Development of a Self-Concept Scale for Use in Pre-School and Primary School.

Spons Agency-Australian Education Research and Development Committee, Canberra.

Pub Date-Jun 79

Note-80p.; Also includes Self-Concepts and Scholastic Success,'' a paper presented at the Annual Conference of the Australian Association of Early Childhood Educators (Canberra, Australia, May 1975).

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavior Rating Scales, Intelligence, Measures (Individuals), *Preschool Children, Preschool Education, *Self Concept, Sex Differences, Social Class, Test Reliability, Test Validity

Identifiers-*Canberra Self Concept as a Learner Scale

A 21-item measure of pre-school children's self-concept as a learner,'' known as the Behavioral Descriptor Scale, was developed and evaluated. The child's teacher and an assistant were required to complete the scale for the child at two different times. Satisfactory levels of reliability were gained for each scale item. Test-retest reliability based on a sample of 223 children and 43 teachers was 0.82, while concurrent validity between the child's teacher and the pre-school assistant (or occasionally a co-teacher) was 0.72. Significant sex differences were found, with girls being more positively evaluated. Correlations between the scale and intelligence and social class, based on a sub-sample of 46, were not significant. Factor analysis revealed the existence of four factors which together accounted for 54.9% of the total variance. In an attempt intended primarily to assess the validity of the behavioral descriptor scale, two other scales were developed and administered. A behavior checklist failed to provide any useful information, but a projective scale administered to a small sub-sample showed some promise. (Author/SS)

ED 188 933 SE 031 449

Wieland, Anne And Others
Elementary Science Guide 5th Grade.
Anchorage Borough School District, Alaska.
Pub Date-78
Note-76p.; For related documents, see SE 031 444-450.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education, *Elementary School Science, *Grade 5, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students, grade 5. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Six units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Experiments with Paper and Ice Cubes, Small Things, Electricity, Magnets, Atoms and Molecules, Plants and Animals, and Ecosystems. (CS)

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 10 No. 4.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-79
Note-148p.
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Language-German
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, *Second Language Instruction, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 297 items in this issue appeared in 1978 and 1979 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: 1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms, 2) abstracts of the items in German, and 3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 188 475   FL 011 475

Modern Standard Arabic: Aural Comprehension Course. Volume VIII: Lessons 57-64.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-236p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.75; cassettes $12.80)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The eighth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals mainly with the dual of past and present verb forms, weak and sound roots and verbs, and hollow verbs. (AMH)

ED 188 582 IR 008 432

Cain, Mark E.

The Council of Research and Academic Libraries: An Example of Interlibrary Cooperation.

Pub Date-Sep 78
Note-122p.; Master's Thesis, University of Chicago.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Libraries, *Consortia, Cooperative Programs, *Coordination, Interlibrary Loans, *Library Cooperation, Library Networks, Library Planning, *Public Libraries, Research Libraries, *Special Libraries
Identifiers-Council of Research and Academic Libraries

This paper examines the history, organization, and activities of the Council of Research and Academic Libraries, a multitype library cooperative composed of academic, public and special libraries and located in San Antonio, Texas. The consortium's history is traced from the events preceding and leading to its founding in 1966 to the present time, and the organizational structure of CORAL together with its subgroups and major activities are described production of union catalogs, cooperative circulation/interlibrary loan, cooperative storage, and cooperative acquisition. These areas are evaluated primarily through information obtained by personal interview to determine the effectiveness of CORAL in fulfilling the library needs of the member institutions. The present success of the consortium is acknowledged; however, a number of recommendations for improvement are offered. A sample questionnaire, a summary of questionnaire responses, and cooperative circulation statistics are appended, and there is a bibliography of 29 citations. (Author/RAA)

Shymoniak, Leonard McIntyre, Chuck

Incremental Cost Study.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Jan 80
Note-40p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Average Daily Attendance, Budgeting, *Community Colleges, Declining Enrollment, Educational Finance, *Equalization Aid, *Financial Policy, Financial Support, School Size, *State Aid, State Legislation, Tables (Data), Two Year Colleges, *Unit Costs
Identifiers-*California

Administrative and empirical factors affecting the relationship between changing workloads and concomitant budget adjustments are examined in this analysis of the funding structure by which state aid to each California community college is adjusted for increases or decreases in average daily attendance (ADA). The report first describes current state funding policies which call for the utilization of marginal, rather than average, cost adjustments in response to ADA changes. This is followed by an examination of nine administrative questions to be considered before any changes in current policy governing incremental costs can be considered. These questions address the appropriateness of the marginal cost rate applied in current policy, the fiscal distinctions between large and small college districts, and the effectiveness of using several workload measures, rather than only ADA, in identifying and predicting costs. The report then discusses the theories of marginal costs and economies of scale which underlie present state policy and summarizes the results of a linear regression analysis undertaken to determine the annual marginal rates over a six-year period for six cost categories and their representative workload indicators. Regression tables are appended. (JP)

ED 188 724 JC 800 433

Terrell, Roland
Faculty Exchange Programs.
Pub Date-30 Mar 80
Note-16p.; Paper presented at the International/Intercultural Consortium of the American Association of Community and Junior Colleges (2nd, San Francisco, CA, March 30-April 2, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, *Community Colleges, Faculty Development, *International Educational Exchange, Program Descriptions, *Program Development, Program Implementation, *Teacher Exchange Programs, Two Year Colleges
Identifiers-Florida Junior College at Jacksonville FL

After examining the foundation of Florida Junior College's (FJC's) Faculty Exchange Program, which involved gaining administrative support and making necessary contacts with other colleges, this descriptive report goes on to recount the experiences of the first three sets of instructors to be exchanged. First, the report describes the selection of a social science professor and two alternates from FJC and of a professor of literature and drama at Nelson and Colne College (N&CC) in England and then relates the acclimatization of each to different educational systems, climates, and houses. The report continues with a discussion of the unexpected difficulties which occurred prior to the second exchange of an FJC psychology professor and an N&CC engineering professor and the unplanned benefit of the establishment of a Women's Center at N&CC. Next, the exchange of a communications professor from Montreal's Dawson College with one from FJC is described. Suggestions for avoiding problems are then presented with regard to health insurance, inspection of the exchange college, personalities of the professors, finances, and the importance of having alternates. An enumeration of the benefits of the program precedes the final section which offers ten suggestions for starting a faculty exchange program. (AYC)

ED 188 744

PS 011 473

Nelson-Le Gall, Sharon A.

Children's Interpretation of Planfulness in Social Episodes: Implications for Moral Judgment.

Pub Date-Apr 80

Note-15p.; Paper presented at the Biennial Meeting of the Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attribution Theory, Cognitive Processes, *Comprehension, *Decision Making, *Discrimination Learning, *Moral Development, *Preschool Children, Rating Scales

Identifiers-*Intentions, *Moral Judgment

This paper presents a study of children's abilities to make inferences about an actor's plans and to use these inferences to assign blame and praise. Preschool children were presented with eight stories combining good and bad intentions with final outcomes that were either intended or accidental (foreseeable or unforeseeable side effects). Results indicated that young children differentiate accidental circumstances from intentional ones and use this distinction to evaluate an actor's behavior; but that when children have difficulty interpreting plans, it is because they fail to coordinate assertions about the actor's beliefs, knowledge and expectations with the assumed goal. (Author/MP)

ED 188 785 PS 011 581

Clance, Pauline Rose And Others
Sex Differences in the Play Behavior of Three Age Groups.
Pub Date-75
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Age Differences, *Child Development,
*Children, *Play, *Sex Differences, Sexuality, Socialization
Identifiers-*Erikson (Erik), *Psychosexual Development

Erik Erikson concluded that differences in the play constructions of young children are largely determined by psychosexual differences in the subjects and not by cultural influence. He suggested that additional observation of younger and older subjects could determine whether the differences were true for all ages or whether they were restricted to preadolescent subjects. In the present study, sex differences in play constructions of 30 preadolescents, 30 6-year-olds, and 30 16- and 17-year-olds were observed. Each child was asked to build an exciting scene and to relate a story about it. Differences in construction of males and females were measured using many of the same variables which Erikson used when he drew the parallels between the nature of the constructions and the morphology and functions of sex organs. When males and females were compared across all age levels, males used more blocks and included more wall protrusions, while females used more furniture in their constructions. When age groups were compared, the 6-year-old group used more cars and furniture than the other age groups. While these findings offer some support for a psychosexual interpretation, they could also be interpreted as supporting a social learning hypothesis. (Author/DB)

ED 188 822 RC 012 091

Martinez, Jesus "Metro", Ed. Payan, Rose Marie, Ed.

Conference Proceedings, the Education of Hispanics: Issues for the 80's'' (San Francisco, CA, January 15-18, 1980).

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-12 May 80

Note-40p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, *Census Figures, Demography, *Educational Finance, *Educational Quality, *Employment, Equal Education, Federal Government, *Hispanic Americans, Mass Media, Policy Formation, *Politics, Secondary Education

The conference on the education of Hispanics was one of five regional conferences sponsored by the U.S. Office of Education in conjuction with regional offices of education. Conference participants attempted to analyze the federal government's commitment to establishing and implementing equal educational opportunities for Hispanic students, and to identify steps and make recommendations to give form and substance to that commitment. They also attempted to encourage the federal government to solve certain educational problems through the redirection of existing resources towards more effective uses. Participants specifically focused on the current status of the education of Hispanics in the areas of the census, politics, employment, the media, and finance; and made numerous recommendations for federal, state, and local action in all five areas of focus. Among the speakers were: Dr. Lorenza Calvillo Schmidt, California State Board of Education; Dr. Rene Cardenas, Bilingual Children's Television; Dr. Joseph O. Garcia, University of New Mexico; Ruben W. Espinosa, California Finance Reform Project; Hermilio Gloria, Office of Equal Employment Opportunity Commission; and Ester Estrada, Community Education and Activation Program. (Author/SB)

ED 188 884 SE 031 128

Barker, Karen And Others

Payroll. Computer Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-40p.; For related documents, see SE 031 121-129 and ED 183 395-413. Contains marginal legibility in computer printout sheets.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Activity Units, Business Education, *Computer Oriented Programs, *Computer Programs, Laboratories, Learning Modules, *Mathematical Applications, Mathematics Curriculum, Mathematics Instruction, *Payroll Records, Secondary Education, *Secondary School Mathematics, Worksheets

This is one of a series of computer modules designed for use by secondary students who have access to a computer. The module, designed to help students understand various aspects of payroll calculation, includes a statement of objectives, a time schedule, a list of materials, an outline for each section, and several computer programs. (MK)

ED 188 907 SE 031 218

Source Book of Projects, Science Education Development and Research. Fiscal Year 1979 With References to Earlier Years.

National Science Foundation, Washington, D.C. Directorate for Science Education.
Report No.-SE-80-80
Pub Date-80
Note-164p.
Pub Type- Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Educational Development, *Educational Research, Educational Researchers, Educational Resources, Elementary Secondary Education, Higher Education, *Research and Development Centers, Research Directors, Science Course Improvement Projects, *Science Education, *Science Programs, Scientific Literacy

Described are awards made in fiscal year 1978-79 and earlier in the Division of Science Education Development and Research of the National Science Foundation. For each project occurring in 1979, a summary description is provided, as well as the home and address of the principal investigator, amount of funding, and duration of the project. Projects are listed alphabetically by State and Institution beginning with Alaska and ending with Wisconsin. Each project occurring in 1978 and earlier years is accompanied by the title of the project and name and address of the principal investigator. An address is provided for acquiring a summary statement, funding, and duration information. An index to location of projects is provided according to investigators. (Author/SA)

ED 188 957 SO 012 627

Branson, Margaret Stimmann

Infusing Law-Related and Humanities Content and Skills into the Elementary Language Arts Curriculum. Revised Edition.

Pub Date-78

Note-12p.; Revised and condensed version of a response paper prepared for Symposium on Law and the Humanities, The American Bar Association, Youth Education for Citizenship Committee, July 1978.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Arithmetic, Basic Skills, Curriculum Development, *Educational Needs, Elementary Education, *Elementary School Curriculum, *Humanities Instruction, Inservice Teacher Education, *Interdisciplinary Approach, *Legal Education, Reading Skills, Social Studies, Staff Development

This publication responds to a paper by Judith Stecher which strongly urges that a law related/humanities curriculum be included at the elementary school level. Currently most elementary teachers are concentrating their efforts on just two skills reading and computing. A recent study of elementary schools in the northern counties of California, for example, reveals that 70% of all class time now is devoted to reading and arithmetic. Very little, if any time, is alloted to social studies and the humanities. Research shows, however, that attempts to teach skills in isolation are doomed to failure. Skills are interrelated. To be taught successfully, they must be related to the process of problem solving, conflict resolution, and valuing. Reading, writing, and computing are not subjects which have content or concepts of their own. In order to teach these skills, teachers should use the ideas and concepts from the social sciences, law, music, art, and philosophy. These subjects are now being neglected in the elementary school. The inclusion of a law related/humanities curriculum in the primary school is critical because it serves children at their prime time'' of learning. Given the desirability of infusing law related, humanities centered content into grades K-6, there are several means of persuasion or courses of action open to concerned citizens: 1) inform the public; 2) conduct more staff development and in-service training; and 3) make suitable materials available to teachers. (Author/RM)

Hunter, Alex Mertz, Gale

Safeguard: Teachers Anti-Crime Packet.

Pub Date-79
Note-137p.; Guide prepared in the Office of the District Attorney, Boulder, Colorado, for the Safeguard Program
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Class Activities, Crime, *Criminal Law, Elementary Secondary Education, Juvenile Courts, Law Enforcement, *Legal Education, Police, Police Action, Resource Materials, Role Playing, Vandalism
Identifiers-*Colorado (Boulder)

This guide contains resources which can be used to teach elementary and secondary students about the criminal justice system in Boulder, Colorado. The resources can be used or adapted to teach about the justice system of other cities. The guide contains many different kinds of resources. Narrative background information on Boulder County government is provided. A glossary of criminal justice terms is included for teacher reference. Flow charts provide students with information on what could happen to them if they commit a crime or are caught shoplifting, stealing, running away, or in possession of drugs. Various role-play ideas are included: for example, students are asked to try to convince their friend not to steal from stores. One section of the guide contains activities dealing with crime prevention awareness that can be integrated into science, math, art and media, social studies, and writing courses. Students visit a crime lab, convert crime statistics into graphs, create a rebus to tell a short story about a crime problem, lead a classroom discussion on crime, and write a story for the school newspaper. By participating in a two hour jury game, students learn to appreciate the importance of a fair and impartial jury. Other resources include crossword puzzles, a juvenile court skit, a questionnaire to survey attitudes toward police, and ideas for bulletin boards. (Author/RM)

ED 188 706 JC 800 403

Zabetakis, Steve

Consumerism Student: Legal Issues and Cases.

Pub Date-May 80
Note-36p.; Presented at the University of Texas (Austin, TX, May, 1980)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria, Civil Rights, Civil Rights Legislation, College Admission, *Colleges, *College Students, *Court Litigation, Due Process, Higher Education, *Legal Responsibility, *Student Rights, Torts
Identifiers-*Student Consumerism

The facts, issues, and final judgements of 53 court cases are presented in this compilation focusing on the legal aspects of the student consumerism movement. The first 18 cases cited deal with issues related to admissions, such as reverse discrimination, admission fees, residency, fraudulent misrepresentation, employment promise, contractual obligations of schools, and denial of admission on the basis of handicaps, sex, and age. The second group of court cases dealt with due process as related to student dismissal, grade point average, right to counsel at school hearings, school policies, commercial solicitation, program cancellation, student-funded litigation, and student demonstrations. The next 11 cases fell into the area of tort liabilities and negligence; they considered the contributory negligence of students, the duty of schools to warn students of latent hazard, waiver of risk, institutional negligence, campus security, and off-campus activity. The final section of the report focuses on civil rights legislation and litigation, describing the provisions of Title 1983 and citing decisions regarding the liability of school officials, sex and race quotas, conduct off-campus, and limits on discipline. A list of major federal civil rights statutes and executive orders affecting students is appended. (AYC)

ED 188 805 RC 012 064

Eberts, Paul R.

The Changing Structure of Agriculture and Its Effects on Community Life in Northeastern U.S. Counties.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-Aug 79

Note-31p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (Burlington, VT, August, 1979). Some pages may not reproduce due to small print size.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agricultural Trends, *Community Change, Community Characteristics, Community Resources, *Correlation, Crime, Ecology, *Economic Change, Feed Industry, Field Crops, Food, Land Use, Livestock, Productivity, *Quality of Life, *Rural Urban Differences, Social Change

Identifiers-*United States (Northeast)

Despite sharp declines in the number of farms, farmers, and land in agriculture in the U.S. Northeast, total agricultural production is still big business there. Yet, significant shifts have taken place in the specific types of location where the various products are being produced. Moreover, these shifts have latent effects on the organization, structure and quality of community life. Although average market value of all agricultural products sold is increasing in approximately the same absolute size in all types of the 300 Northeastern U.S. counties (metropolitan, suburban, urban, and rural), only dairy and livestock products have remained constant. Crops have disproportionately shifted to the more suburban and poultry to the more rural counties. A factor analysis of the 10 agricultural indicators showed that average market value of agricultural products sold, median farm family income, and market value of poultry typified the clusters of the 196 non-metropolitan Northeast counties. Hence, they (along with percentage of land in agriculture) were used as the indicators of a viable agriculture. The hypothesis tested is that a viable agriculture contributes positively to various aspects of quality of community life in these counties. Detailed correlation analysis shows that, indeed, as indicated by average market value of agricultural products sold and by median farm family income, a viable agriculture contributes to viable community life. (Author/JC)

ED 188 840 RC 012 112

Koss, Larry Ketcham, Michael
Building Wellness Lifestyles: Counselor's Manual.
Human Resources Inst., Morristown, N.J.; YMCA of Frost Valley,
Montclair, N.J.
Pub Date-80
Note-118p.; For a related document, see RC 012 113.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescents, *Camping, Children, Counselors, Day Camp Programs, Drug Abuse, Experiential Learning, Health Education, *Learning Activities, Life Style, *Mental Health, Nutrition Instruction, *Outdoor Education, Perception, Physical Fitness, *Physical Health, Relaxation Training, *Resident Camp Programs, Self Concept, Sensitivity Training, Social Influences, Summer Programs, Values Education
Identifiers-*Wellness, Young Mens Christian Association

A camp program is described which reflects the Young Men's Christian Association's traditional commitment to the development of the whole person, introducing the development of a wellness'' lifestyle. A wellness lifestyle is described as one that involves living fully and abundantly while recognizing and assuming responsibility for one's own health and for the way things turn out in one's life. Written for counselors, this guide maintains that the counselor must present and model wellness information in a way that emphasizes the enjoyment and popularity various health enrichment practices allow. Several principles which can be used in building a wellness program are discussed (e.g., effecting long term changes and involving young people in the change process). Most of the manual is devoted to 47 wellness activities related to each of 6 wellness dimensions; each activity is outlined according to purpose, age of camper (7-12 and up), materials, and procedures. Activities range from tracing blood flow through the heart to building a nutritional cooking center; exemplary activities include: a calf heart dissection; blood pressure measurement; caloric intake and expenditure measurement; alcohol abuse and drug abuse discussions; assessment of advertising media influence on self-image; stress management relaxation techniques; a blind'' walk; a silent walk; and a night hike. (AN)

Steward, W. C. Menary, John A.
An Introduction to the Importance of Photography and Gaming Simulation to the Regional Planning Process, Environmental Design and Community Development.
Nebraska Univ., Lincoln. Coll. of Architecture.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-24p.; Contains occasional light and broken type.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Community Development, Education, *Environment, *Environmental Standards, *Game Theory, Information Theory, Photographs, *Photography, *Regional Planning, Simulation, Teaching Methods

This report attempts to interrelate essential concepts in visual communication and gaming-simulation with problem solving and education in the fields of regional environmental planning, design, and community development. Use of these methodologies in educating the general public in regional planning topics is also covered. The use of visual or photographic data in conjunction with computerized information systems and gaming simulations are proposed as valuable potential research tools for analysis of subsystem relationships and as a unique vehicle for communication and education. A bibliography is provided. (Author/RE)

ED 188 934 SE 031 450

Wieland, Anne And Others

Elementary Science Guide 6th Grade.

Anchorage Borough School District, Alaska.

Pub Date-78

Note-117p.; For related documents, see SE 031 444-449.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Education, *Elementary School Science, *Grade 6, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets

Presented is a resource book to be used with instructional kits for elementary school science students, grade 6. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Six units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Kitchen Physics, Mealworms, Environment of Flowering Plants and Their Seeds, Properties of Water, Atoms and Molecules, and Batteries and Bulbs II. (CS)

ED 188 436 FL 010 797

Setzler, Hubert H., Jr. And Others

Mandarin Chinese Function Catalog and Rolebook. Method for Determining Language Objectives and Criteria, Volume IX.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-182p.; Some small print. For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-Chinese; English
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, *Language Usage, *Mandarin Chinese, Military Personnel, Occupational Information, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Function Catalogs

A Mandarin Chinese Function Catalog and Instructor Rolebook for Mandarin Chinese are presented. The catalog and rolebook are part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. The function catalog is a collection of common Chinese phrases, sentences, and structures used to express each language function within six function categories. The Mandarin elements listed in this catalog were collected using native informants. The function categories are as follows: managing communication; engaging in social rituals; seeking and imparting factual information; reporting, expressing, or inquiring about intellectual and emotional attitudes, and getting things done (suasion). (SW)

ED 188 560 HE 012 919

Thomas, Henry B. Kaplan, E. Joseph

A National Survey of Chief Student Personnel Officers at Randomly Selected Institutions of Postsecondary Education in the United States.

Pub Date-80
Note-16p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, *Administrator Responsibility, *Administrator Role, Admissions Counseling, Career Counseling, *College Administration, Counseling Services, Disabilities, Discipline, Extracurricular Activities, Foreign Students, Health Services, Higher Education, National Surveys, Policy Formation, Power Structure, School Holding Power, School Registration, Student Financial Aid, Student Government, *Student Personnel Services, *Student Personnel Workers, Student Publications, Student Records, Student Recruitment, Veterans

A national survey was conducted of randomly selected chief student personnel officers as listed in the 1979 Education Directory of Colleges and Universities.'' The survey addressed specific institutional demographics, policy-making authority, reporting structure, and areas of responsibility of the administrators. Over 93 percent of the respondents have policy-making authority and report to the chief executive officer of the institution. Areas of responsibility indicated by more than 50 percent of the respondents include: counseling services, health services, career planning, student judicial services, student activities, student government, psychological counseling, financial aid, student publications, international student advising, admissions, veterans' services, handicapped student services, intramural sports, student records, registration, retention, and recruitment. The survey instrument is appended. (Author/MSE)

ED 188 606 IR 008 469

McGrew, Mary Lou

Survey of the Status of Materials Selection Policies in Iowa Public School Districts.

Iowa Educational Media Association.

Pub Date-5 May 79

Note-30p.; Small print in questionnaire may not reproduce well.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Board of Education Policy, *Educational Media, *Instructional Materials, Learning Resources Centers, *Media Selection, Policy Formation, *School Districts, School Libraries, School Surveys

Identifiers-*Iowa

This report describes a 1979 survey of 389 Iowa school districts which was conducted to determine the state of instructional materials selection policies in each district. Respondents, usually high school library media specialists, furnished data in three areas: (1) the current state of their district media selection policies, (2) selection policy elements present in officially adopted school board policies, and (3) selection policy elements present in unofficial selection policies. Respondents were also asked to indicate whether or not models and guidelines were used in their districts to develop either board-adopted or unofficial selection policies. The report contains a description of the survey methodology, an analysis of the data, tables, a summary, conclusions, and recommendations, as well as copies of the study proposal and the survey instrument. (FM)

ED 188 628 IR 008 497

Excerpts from New York State Education Law, Rules of the Board of Regents, and Regulations of the Commissioner of Education Pertaining to Public and Free Association Libraries, Library Systems, Trustees, and Librarians.

New York State Education Dept., Albany. Div. of Library Development.
Pub Date-Dec 79
Note-66p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Legislation, Governing Boards, Librarians, *Library Networks, *Public Libraries, *State Boards of Education, *State Legislation
Identifiers-*New York

This collection of excerpts contains New York State educational legislation, Board of Regents regulations, and the Commissioner of Education's rules related to public libraries, library networks, boards of trustees, and library professionals. It includes all pertinent changes in educational law enacted through the October 1979 legislative session and changes of Regents Rules and Commissioner's Regulations through the Regents meeting in November 1979. A selected bibliography is provided. (FM)

ED 188 649 JC 800 151

Emerson, Sunny

RSVP Basic Math Lab: MAT 1992.

Miami-Dade Community Coll., Fla.

Pub Date- 78

Note-27p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Colleges, *Computer Assisted Instruction, Computer Managed Instruction, Feedback, *Individualized Instruction, *Mathematics Instruction, Program Descriptions, *Record Keeping, Remedial Mathematics, Teacher Response, Two Year Colleges

Identifiers-*Response System with Variable Prescriptions

During Spring and Summer 1978, the basic mathematics lab course offered at Miami-Dade Community College began to use the college's Response System with Variable Prescriptions (RSVP) to assist in individualizing instruction and record-keeping. The RSVP computer software package permits the maintenance of a record on each student, which includes name, address, personal attributes, students' responses to a survey'' or exam, the number of exams and assignments turned in by students, and the number and kinds of responses received by students. It can also print feedback reports to students, informing them of their test scores and prodding negligent students. Additionally, RSVP provides instructors with reports on student performance and collective class data. This report, illustrating the use of RSVP in the basic mathematics lab, provides a course description and sample feedback reports for a student who achieved a passing score on a fractions exam, a perfect score on a decimals exam, and a failing score on a fractions exam. For each test item, the feedback report identifies the particular skill being tested, tells how well the student performed, and, if the item was solved incorrectly, assigns a set of personalized exercises focusing on that skill. In addition to a class roster summarizing exam scores, the report provides reflections by the instructor after her first experience with RSVP. (AYC)

ED 188 668 JC 800 271

Rossmeier, Joseph G.

Taking Charge of the Eighties: Planning and Management in Higher Education.

Pub Date-18 Feb 80
Note-16p.; Paper presented at the Annual Meeting of the Southern Association of College and University Business Officers (52nd, Williamsburg, VA, February 18, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Administration, *College Planning, Community Colleges, Computer Oriented Programs, Decision Making, Futures (of Society), Information Networks, *Information Processing, *Information Systems, Information Utilization, Institutional Research, Organizational Communication, Postsecondary Education

The effects of declining enrollments, rising costs, increasing public scrutiny, diminishing financial and energy resources, and emerging environmental impact considerations will be felt by all institutions of higher education, regardless of institutional type. To cope with these threatening issues, a strategic planning process must be developed which places significant emphasis on the resources to be integrated and coordinated. Such a process must include a pre-planning phase, a needs assessment mechanism, a mission statement, achievable institutional goals, comprehensiveness in scope, a key planning officer, executive management commitment, involvement of staff on all levels, short- and long-range goals, a cyclical structure, use of information as the basis for planning, data collection and coordination of information linkages, flexibility, a priority-setting mechanism, a tie between planning and budgeting, institutional research, synchronization with state planning processes, and a routinely updated master plan. A second major management component over which institutions must gain better control in the future, is information resource management. Extending beyond the traditional scope of computing services, information processing in the future should also include text management and computer/communications networks, in order to bridge the information gap between data processing and the management decision-making process. (AYC)

ED 188 745 PS 011 480

Hanley, Patricia Swick, Kevin J.
State Leadership in Early Childhood Education: A 1980 Status Report.
Pub Date-80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Certification, Comparative Analysis, *Early Childhood Education, Educational Philosophy, Educational Policy, Models, Program Evaluation, Questionnaires, *State Curriculum Guides, *State Departments of Education, *State Norms, *State Programs

In January, 1980, a questionnaire on the status of early childhood programs was mailed to the chief state school official in each state. Every official was asked to have the appropriate person complete the questionnaire. By April 20, 1980, after one follow-up letter, 44 questionnaires had been returned. Three themes comprised the information sought: general information, personnel commitment, and available accommodations. Findings indicated that 26% of these State Departments of Education (SDE) have a division of early childhood education, 58% do not, and 16% did not provide information. 52% have a written philosophy of early childhood education, 26% do not, and 22% did not provide information. 10% have an early childhood education model, 78% do not, and 12% did not provide information. 42% have evaluation procedures, 44% do not, and 14% provided no information. The majority of SDE provide certification guidelines, curriculum specialists for inservice training, financial assistance for attending conferences, and written curriculum materials. It was suggested from an analysis of results that the institutionalization of early childhood education has increased in SDE since 1976, and that many states appear to concentrate on education of exceptional preschool children and their parents. (Author/DB)

ED 188 885 SE 031 129

Garyett, Terry And Others

STORE. Computer Module for Use in a Mathematics Laboratory Setting.

Regional Center for Pre-Coll. Mathematics, Denver, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Grant-NSF-GW-7720
Note-24p.; For related documents, see SE 031 121-128 and ED 183 395-413. Contains occasional marginal legibility in computer sheets.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activity Units, Business Education, *Computer Oriented Programs, *Computer Programs, Consumer Education, *Food Stores, Laboratories, Learning Modules, *Mathematical Applications, Mathematics Curriculum, Mathematics Instruction, *Purchasing, Secondary Education, *Secondary School Mathematics, Worksheets

This is one of a series of computer modules designed for use by secondary students. This module contains a simulation of a cash register, student instructions and worksheets, and the STORE program and related data programs and subroutines. The module will require one fifty-minute class period per student, spent at the computer. Also included in the module are worksheets, a statement of objectives, and teaching suggestions. (MK)

ED 188 995 SO 012 690

Miller, Shirley A.

Kusema. An Instructional Unit for Language Arts, K-7.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 77

Note-44p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, *African Languages, Area Studies, *Cultural Awareness, Educational Objectives, Elementary Education, Instructional Materials, Junior High Schools, *Language Acquisition, *Language Arts, Learning Activities, Speech, Teacher Developed Materials, Teaching Guides, Teaching Methods, Vocabulary

Identifiers-Africa

This teaching guide (entitled Kusema,'' to speak'') presents a multi-sensory approach to teaching language-oriented activities on Africa to students in kindergarten through grade seven. This approach encourages students to verbalize and interpret verbalizations about Africa by employing multiple senses including auditory (records, tapes, verbal questions); visual (pictures and maps); tactile (art objects and cloth); and olfactory and taste (natural and cooked foods). The unit is a product of an interdisciplinary summer workshop for teachers on African curriculum development. Objectives are to have students improve their general knowledge and attitudes about Africa, investigate customs in various African nations, and interpret literal and figurative language. Twelve lessons focus on a variety of topics including eliciting verbal responses to pictures and maps of Africa, dispelling verbal inaccuracies about Africa, pronouncing African names, listening to and telling African folktales, comparing sounds from English and various African languages, and reading and analyzing African poems. For each topic, information is presented on grade level, time allotment, materials required, activities, teaching methods, and resources. Students are involved in a variety of activities including creating bulletin boards, acting in plays based on African themes, tasting African food, interviewing local resource people, participating in story telling contests, learning common phrases in various African languages, and interpreting poetry and folk tales. (DB)

ED 188 455 FL 011 276

Strasheim, Lorraine A.

Attracting Students to and Holding Them in Foreign Languages.

Pub Date-79

Note-8p.

Journal Cit-The Bulletin of the Pennsylvania State Modern Language Association; v58 n1 Fall 1979

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising, Elementary Secondary Education, Higher Education, *Language Attitudes, *Language Enrollment, Publicity, School Community Relationship, *Second Language Instruction, *Student Motivation, *Student Recruitment, Teacher Administrator Relationship, *Teacher Role

Suggestions are offered for attracting students to and holding them in foreign language programs, and information on attrition rates in foreign language study for Indiana is included. After students start confronting difficult grammar, teachers might want to present short-term objectives and study tips. Many students require a great deal of structure and may benefit from step-by-step assignments. Ways to recruit students to study foreign languages and to increase the visibility of the language departments are suggested. Recruitment and promotion are distinguished as two separate endeavors. Foreign language learning must also be promoted by the different professionals within the field who need to act in unity. Professionals need to know about each educational level, about working conditions, resources, what techniques are working, and the problems. It is suggested that with learning outcomes, foreign language professionals would be in a better position to promote the discipline to administrators. Behavior guidelines for promoting foreign language to administrators, proposed by Alfred Gage, are presented. Interactions with the community to promote foreign language study are also addressed. (SW)

ED 188 476 FL 011 476

Modern Standard Arabic: Aural Comprehension Course. Volume IX: Lessons 65-72.

Defense Language Inst., Monterey, Calif.
Pub Date-76
Note-241p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.90; cassettes $12.80)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The ninth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson presents grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals mainly with hollow verbs and defective verbs. (AMH)

ED 188 501 FL 011 659

Tomiyama, Machiko
Grammatical Errors and Communication Breakdown.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSE-125
Pub Date-Jan 79
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cloze Procedure, *Communication Problems, English (Second Language), *Error Analysis (Language), Error Patterns, Graduate Students, Grammar, *Grammatical Acceptability, Language Research,

Native Speakers, Reading Comprehension, Second Language Learning, Writing Skills
Identifiers-*Error Correction (Language)

This study investigated the relationship between grammatical errors and communication breakdown by examining native speakers' ability to correct grammatical errors. The assumption was that communication breakdown exists to a certain degree if a native speaker cannot correct the error or if the correction distorts the information intended to be conveyed by the writer. The variables examined in the experiment were two grammatical items, namely articles and connecting words between clauses; three types of errors: omission, insertion, and wrong choice; and two passages. The subjects, 120 graduate students, all native speakers of English, corrected the texts that were mutilated in one of six different ways for one of two different passages. The results indicated that mutilation of articles was easier to correct than connectors for omission and wrong choice, but not for insertion type errors. These findings can be generalized over different kinds of passages when a synonomous scoring rule is used but not when a verbatim rule is used. Generally, the findings have implications for the assessment of comprehension as measured by cloze procedure and for the assessment of writing competence. (Author/AMH)

ED 188 688 JC 800 353

Report to the Legislature, Assembly Ways and Means Subcommittee

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Nov 79
Note-15p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Students, *Bilingual Teachers, *Community Colleges, Demand Occupations, *Grants, Job Training, Program Administration, *State Programs, Student Recruitment, *Teacher Education Programs, Transfer Programs, Two Year Colleges
Identifiers-*California, Extended Opportunity Programs and Services

In recognition of the critical need for bilingual teachers and in the belief that bilingual teachers can be most efficiently recruited and trained in the community college, the Chancellor's Office of the California Community Colleges has developed several recommendations for a career ladder transfer program in bilingual education. The first of these recommendations calls for merging the two state-supported bilingual training programs the Bilingual Teacher Corps and the Bilingual Crosscultural Teacher Development Grant Program to form a single Bilingual Teacher Grant (BTG) Program. The community colleges were selected as the most appropriate institutions to implement the program because of their accessibility to potential bilingual teachers, closeness to the local community, and experience in working effectively with local districts and community leaders. The Chancellor's Office recommends that in selecting recipients for the Bilingual Teacher Grants, factors such as bilinguality, teacher aide and community experience, and financial need be taken into account. Additional recommendations relate to: (1) strong central program direction housed in the Office of the Chancellor; (2) the expansion of current efforts in recruiting and training until the need for bilingual teachers is met; and (3) not using Extended Opportunity Programs and Services funds. (AYC)

ED 188 764 PS 011 528

Whitebook, Marcy Howes, Carollee

Who's Minding the Child Care Workers? A Look at Staff Burn-out.

Pub Date-Nov 80

Note-27p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Budgets, *Day Care Centers, Decision Making, Employed Women, Financial Support, Interviews, *Job Satisfaction, *Organizational Climate, *School Personnel, School Policy, Student Teacher Ratio, Teacher Responsibility, Training, Wages, *Work Attitudes, *Work Environment, Working Hours

Identifiers-*Burn Out, Turnover

This study investigates burn-out'' and turnover among workers in child care settings. A total of 95 persons working in 32 child care centers in San Francisco were interviewed by telephone. One-fifth of the centers in the city were represented and both public and private centers were included. Each category of center was proportinately represented and centers were randomly selected within each category. Scaled interview items provided data on training, experience and education of staff, job responsibilities, wages, hours of paid and unpaid work, benefits, center structure, adult to child ratio, break and substitute policy, frequency of meetings and topics discussed, and how decisions were made in centers. Open-ended questions sought to ascertain sources of tension and satisfaction, frequency and reasons for turnover, and changes staff would like to see in their centers. Information about center budgets and sources of funding was solicited separately from center administrators. Major findings are reported in summary form. Essentially, the data confirm the commonly held assumption that child care staff are underpaid and overworked, and suggest that the high rate of turnover and burn-out'' of child care personnel is linked to working conditions and job satisfaction based on job title, funding source and length of program day. Suggestions for changes within and beyond the child care center are made. (Author/RH)

ED 188 786 PS 011 582

Hoagland, G. William And Others

Feeding Children: Federal Child Nutrition Policies in the 1980's. Budget Issue Paper for Fiscal Year 1981.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date-May 80
Note-163p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-053/3-5, $5.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Children, *Costs, *Federal Programs, Financial Support, Health Programs, *Nutrition

This paper addresses questions concerning the purpose and effectiveness of existing child nutrition programs. Chapter I introduces the major budget issues concerning these programs. Chapter II presents the historical development of the programs and focuses on the federal policies affecting the nutrition and health of children. Chapter III describes the major categorical programs. Chapter IV discusses the growth in costs, the complex financing scheme of the current programs, and the shifting burden of program costs among the federal, state, and local governments, and participants, over time. Chapter V reviews the impact of the programs on the agricultural sector, and analyzes the nutritional impact of the various child nutrition programs. This chapter also includes an analysis of child nutrition data from the first national Health and Nutrition Examination Survey. The cost and potential nutritional impact of alternative policies is presented in Chapter VI. Appendices include information on food distribution authorization legislation, biochemical analyses of children's diets, and expenditures and nutrient intake for child nutrition programs. (Author/SS)

Doss, David And Others

Interim Evaluation Report: 1979 Summer School Program. Publication Number 79.16.

Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-79
Note-124p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Achievement, Educational Improvement, Educational Objectives, *Educational Quality, Elementary Secondary Education, *Low Income Groups, *Migrant Children, Outcomes of Education, Preschool Education, Program Design, *Program Effectiveness, *Summer Schools, Teacher Attitudes
Identifiers-California Achievement Tests, *Educational Impact, Tests of Basic Experiences, Texas (Austin)

The 1979 Austin (Texas) Independent School District (AISD) summer program, centering on 3 campuses, included 33 preschool migrant children and 187 migrant or SCE-funded children in grades K-5 following a curriculum of enrichment and remediation in math, reading, and oral language development. In addition, 50 migrant secondary students attended remedial or required high school courses. Results of pre- and post-tests indicated that only the preschool students met the educational objectives of the program, showing significant gains in English language development. Students in grades 1-5 did not uniformly demonstrate a positive effect of the program, nor did secondary students have a higher rate of course completion than the previous year. Furthermore, evaluators noted that while the AISD program, like many other summer programs, had no significant long-term impact on the academic achievement of low-income students, such programs do help prevent those students from falling farther behind. Finally, teachers were shown to be less accurate predictors of fall achievement levels than were spring achievement tests. Recommendations included the development and evaluation of experimental summer schools fundamentally different in nature from previous programs. (SB)

ED 188 859 SE 030 573

Operator Certification Study Guide.

American Water Works Assoc., Denver, Colo.

Pub Date-79

Note-89p.

Available from-American Water Works Association, 6666 West Quincy Avenue, Denver, CO 80235 ($12.00; Discounts on quantity orders).

Pub Type- Guides - General (050) - Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-*Certification, Chemistry, Federal Regulation, Hydraulics, Legislation, Maintenance, Mathematics, *Postsecondary Education, Safety, *Technical Education, Tests, Utilities, Waste Disposal, Water Pollution, *Water Resources

Identifiers-Bacteriology, Disinfection, *Plant Operators, *Water Treatment

This study guide contains typical questions and answers that all levels of water treatment plant operators might expect to find on a certification examination. The manual covers the basic sciences, treatment techniques, testing procedures, and federal legislation. (Author/SB)

ED 188 908 SE 031 219

Shepard, Clinton Lewis

Professional Development for Water Quality Control Personnel.

Spons Agency-Ohio State Environmental Protection Agency, Columbus.
Pub Date-80
Note-151p.; Ph.D. Dissertation, The Ohio State University. Sponsored via the Information Dissemmination Project.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Certification, *Educational Research, *Environment, Inservice Education, Instruction, Pollution, Professional Development, *Professional Training, *Surveys, *Technical Education, *Water Pollution
Identifiers-*Waste Water Treatment

This study investigated the availability of professional development opportunities for water quality control personnel in the midwest. The major objective of the study was to establish a listing of educational opportunities for the professional development of water quality control personnel and to compare these with the opportunities technicians identify as important. The results of the study indicate a significant lack of educational opportunities for professional development of water quality control personnel in the survey region. (Author/RE)

ED 188 935 SE 031 458

The Global 2000 Report to the President: Entering the Twenty-First Century. Volume One - The Summary Report.

Council on Environmental Quality, Washington, D.C.; Department of State, Washington, D.C.

Pub Date-80

Note-67p.; Contains occasional shaded charts and maps which may not reproduce well.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 041-011-00037-8; $3.50).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agriculture, *Decision Making, *Environment, Environmental Education, Environmental Influences, *Futures (of Society), Models, *Natural Resources, Population Growth, *Public Policy, Sciences, Technological Advancement, *Technology, World Problems

This summary volume presents the conclusions of a United States' Government effort to look at the issues and interdependencies of population, resources, and environment in the long-term global perspective. The report concludes that, if present trends continue, serious stresses of overcrowding, pollution, ecological instability, and vulnerability to political disruption will characterize the world by 2000 A.D. The report presents no recommendations but does indicate the need for fundamental world-wide change. (Author/RE)

ED 188 958 SO 012 635

Munce, Virginia W., ed.

Highlights of the Women in Government Conference (Staunton, Virginia, October 12-13, 1978).

Mary Baldwin Coll., Staunton, Va.
Spons Agency-International Paper Company Foundation, New York, N.Y.
Pub Date-Oct 78
Note-29p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, Careers, Civil Rights, Civil Rights Legislation, Conferences, Employment Opportunities, *Equal Opportunities (Jobs), *Females, Futures (of Society), *Government Employees, Higher Education, *Sex Bias, Sex Fairness, Social Change, Work Environment

Major goal statements, speeches, and excerpts from workshops at a conference on women in government are presented. An introduction explains that major conference goals were 1) to provide a forum for discussion for students, educators, and professional women in government and politics; 2) to increase awareness of opportunity in government careers; 3) to discuss issues of concern to women pursuing careers in government; and 4) to consider effects of legislation in overcoming barriers and creating opportunities for advancement of women in government. Three papers are presented. In Women in Government Leadership and in International Affairs,'' Betty Southard Murphy reviews women's rights from the 1600s to the 20th century. In the second speech, Ethel Walsh summarizes What Title VII has done for Women.'' She stresses that the major impact of this legislation has been to draw attention to organizations persisting in discriminatory employment practices. In the final speech, The Federal Civil Service as a Career,'' Eva Poston explains advantages of working in a government agency. Also included are excerpts from conference workshops on topics including running for political office, climbing the career ladder, international careers, and state and local government careers. A bibliography of resources on women in government concludes the document. (DB)

ED 188 977 SO 012 670

Widutis, Florence

The Person and the Planet: A Problems Course. A Curriculum Guide.

Planetary Citizens, New York, N.Y.
Pub Date-80
Note-51p.
Available from-Planetary Citizens, 777 United Nations Plaza, New York, NY 10017 ($4.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Guides, *Global Approach, Higher Education, *Humanistic Education, Human Relations, Individual Development, *Learning Activities, Problem Solving, *Psychology, Religion, Secondary Education, Self Concept, Self Evaluation (Individuals), Skill Development, Social Action, *Social Studies, *Teaching Methods, World Problems

The curriculum guide presents five units which explore individual growth and self-assessment and how they are related to the transformation of the world community and a resolution of its problems. The one-semester course is designed for senior high school students or college freshmen and sophomores. Objectives emphasize personality and interrelationship improvement through self-transformation, and global awareness and problem solving through use of imagination, intuition, and logical reasoning and research. The guide is presented in six chapters. Chapter I provides the introduction, discussing objectives, prerequisites, skills, teaching methods, and teacher preparation. Chapters II through VI present the five units. Unit I, Personal Growth and Human Relations, focuses on self-assessment, human relations problems, and ways to integrate the personality. Unit II, Psychology of the Higher Consciousness, emphasizes transpersonal psychology through a study of the world's religions, ethical values, meditation, and personal growth and change. Unit III, The Planet and Its Problems, suggests 15 global problems and a number of problem-solving exercises. Unit IV focuses on sharing the research and problem solving done in the previous unit through student teaching. Sections on lesson planning and evaluation criteria are included. Unit V emphasizes organizing for social action. For each unit, detailed teaching strategies are offered, with a thorough explanation of the exercises. An appendix offers suggestions for expanding the course to two semesters and a bibliography. (CK)

ED 188 520 HE 012 792

Nasution, S. Virasai, Banphot, Eds.

Higher Education and Basic Health Needs.

Regional Inst. of Higher Education and Development, Singapore.
Pub Date-79
Note-202p.; Proceedings of a regional seminar (Chiang Mai, Thailand, December 21-23, 1978).
Available from-Maruzen Asia Pte Ltd., 6th Floor, Block 7, Ayer Rajah Industrial Estate, Singapore 0513 ($10.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Curriculum Development, Disease Control, *Educational Responsibility, *Health Needs, Health Personnel, Health Programs, *Health Services, *Higher Education, Physicians, Program Development, Rural Areas, *School Community Relationship, *Social Responsibility, Urban Areas
Identifiers-Asia (Southeast), Indonesia, Malaysia, Singapore, Thailand

The proceedings of the Regional Institute of Higher Education and Development's seminar on higher education's commitment to the basic health needs of society are recorded. The first part of the seminar contains the official opening and several addresses that focus on basic health care in Southeast Asia. Part II, Contributions of Higher Education in Meeting Basic Health Needs in Rural Areas: Problems and Prospects,'' contains four papers examining strategies and contributions that higher education can make to basic health care in Indonesia, Malaysia, and Thailand. Part III, Delivery of Primary Health Care in Urban Areas: Role of Tertiary Instruction,'' focuses on diarrheal disease in urban areas, as well as provides case studies on Malaysia, Singapore and Thailand. Part IV, University Curriculum in Health-Related Disciplines: An Evaluation,'' focuses on the development of useful curricula concentrating in the same geographic areas as in the preceding sections. Part V, Towards the Development of Basic Health Needs-Oriented Curriculum and Programmes,'' examines the need for trained personnel to deliver the programs successfully. In the final section several research proposals and recommendations are submitted by Singapore, Indonesia, Malaysia, and Thailand. Appendices include the program of the seminar and a list of all participants and observers. (LC)

ED 188 540 HE 012 831

Kaufman, Norman

Estimates of Doctorates to Be Conferred by Western Universities in English, Philosophy and History, 1980-1982.

Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-Carnegie Corp. of New York, N.Y.; Colorado Univ., Boulder. Graduate School.; Washington Univ., Seattle.
Report No.-WICHE-80-2
Pub Date-Jun 80
Note-16p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Degrees (Academic), Departments, *Doctoral Degrees, Educational Demand, Employment Projections, *English, *Enrollment Projections, Expectation, Higher Education, *History, *Humanities, Majors (Students), *Philosophy, Predictive Measurement, School Demography

This small study provides information on the numbers of doctorates in philosophy, history and English literature that universities in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming expect to award between 1980 and 1982. A brief survey form was mailed to the heads of humanities departments at 31 Western universities that offer doctoral degrees in English, history and philosophy. The form asked respondents to estimate number of doctorates to be conferred until 1982, whether doctoral awards would increase or decrease in 1983-84, and how nonacademic employment would affect doctoral candidates. Results showed that English departments report aggregate estimates of increased numbers of doctorates in the next three years, while history departments show an increase from June 1980 to June 1981, then a sharp decline to June 1982. The estimated number of doctorates in philosophy is greater than the average of degrees conferred over the past five years. It was estimated that most programs would stabilize their doctoral population and try to control initial large numbers of doctoral awards to prospective candidates. History departments were the most active in preparing graduates for nonacademic careers; philosophy departments least active. Appendices include a list of departments surveyed, copies of cover letters and survey forms used, and a directory of advisory council members associated with the project. (DC)

ED 188 583 IR 008 433

Foster, Allan Akeroyd, John

The Current Use of Online Services in U.K. Academic Libraries.

Pub Date-Dec 79

Note-15p.; Paper presented at the International Online Information Meeting (3rd, London, England, December 4-6, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, *Budgeting, *Fees, Higher Education, *Information Retrieval, Information Services, Library Surveys, *Online Systems, Use Studies

This update of a survey taken by the authors in April 1978 on the use of online services in British academic libraries (Online Review; v3 n2 p195-204 1979) concentrates on the following areas: (1) general pattern of use; (2) current arguments for charging users for online services; (3) current academic library practice on charging; (4) specific pricing policies, including partial cost recovery, full cost recovery, token charging, differential charges, loss leader pricing, and free searching; (5) the relationship between charging and the marketing of online services; and (6) staffing structures. The report concludes with a general evaluation of the role of online services in England's academic libraries. (FM)

ED 188 707 JC 800 404

Clark, George W.

The Essentials of Local Autonomy: A Contemporary Focus on Control and Responsibility.

California Community and Junior Coll. Association, Sacramento.
Pub Date-5 May 80
Note-36p.; Report presented to the Board of Directors of the California Community and Junior College Association
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action, Collective Bargaining, *Community Colleges, Governance, Legal Responsibility, *School District Autonomy, *State Agencies, *State Boards of Education, State Legislation, *State School District Relationship, *States Powers, State Standards, Statewide Planning, Two Year Colleges
Identifiers-*California, Extended Opportunity Programs and Services

Legislative and political issues are examined in this study of the forces governing the structure of control shared by the individual institutions of the California community college system (CCC) and various state agencies. The report first summarizes and compares the findings of three earlier studies of the college-state relationship: (1) William P. Smith's 1968 research into the legal basis of the powers assigned to the newly established CCC Board of Governors and of local boards; (2) Charles W. Brydon's 1973 survey of local perceptions of the state's power with regard to curriculum, personnel, facilities, planning, students, and governance; and (3) Thomas J. Nussbaum's 1979 examination of state functions as perceived by the Office of the Chancellor. The report then examines legal issues in the areas of affirmative action, collective bargaining, and the 1979 Permissive Code, which authorizes local districts to initiate any program that is not in conflict with state law. Relevant litigation is cited to illustrate how the responsibilities of both state and local authorities have been increased by these mandates while the resources to deal with them have not. The report concludes with an examination of the political motivation behind the creation of state minimum standards as revealed in a study of the highly detailed Extended Opportunity Programs and Services regulations. (JP)

ED 188 725 JC 800 434

Elioff, Ione H.

A Study of Part-Time Faculty and Recommendations for Faculty Development at Vista College...A Noncampus Community College.

Pub Date-80
Note-129p.; Ed.D Dissertation, Nova University
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, College Faculty, *Community Colleges, Faculty College Relationship, *Faculty Development, Inservice Teacher Education, Literature Reviews, *Noncampus Colleges, *Part Time Faculty, Questionnaires, Resource Materials, School Surveys, Teacher Attitudes, Teacher Characteristics, Two Year Colleges
Identifiers-Vista College CA

A three-part study was conducted to help determine appropriate orientation and in-service activities for the part-time faculty of Vista College, a non-campus college in Berkeley, California. The first part of the study consisted of site visits to three other non-campus colleges. These visits revealed the colleges' commitment to professional development and that they were offering a variety of in-service activities, but that the colleges were experiencing a similar pattern of problems due to the teachers' physical isolation and to lack of funding. The study also included a survey of the in-service materials and resources available and appropriate for part-time faculty, which revealed that those materials designed specifically for part-time instructors focused primarily on policies and procedures and that no materials had been developed for part-time faculty in non-campus colleges. Materials considered useful for Vista faculty were organized in an annotated bibliography. Finally, the study sought to determine the needs and characteristics of Vista's faculty. A survey, which was completed by 299 of the 408 instructors at the college, provided information on their perceptions of the college and their faculty development preferences. The study report includes a review of the literature, the bibliography of staff development materials, and the questionnaire. (Author/AYC)

ED 188 561 HE 012 922

Brown, Stephen Nathenson, Michael

Designing Instructional Materials: Guesswork or Facts?

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-Nov 78

Note-38p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, *Basic Skills, *External Degree Programs, Foreign Countries, Higher Education, *Instructional Materials, Instructional Systems, Introductory Courses, Language Skills, Mathematics Anxiety, *Science Programs, *Social Sciences, Technical Education

Identifiers-*Open University (Great Britain)

A systematic study is reported of the mathematical skills and learning abilities of new students immediately prior to entry into the Open University's (England) foundation courses in technology and social sciences. The intent was to provide predictive information about potential student entry skills for the team preparing a new technology foundation course. Basic language and mathematical skills were assessed by a questionnaire-test given to a sample of applicants for the courses. It was found that mathematical skills were an area needing special attention, and changes in course materials and schedules are proposed to assist students in developing the skills in the course. It is concluded that such systematic evaluations of critical learner skills are needed as a prerequisite to the design of instructional material for other courses, both at the Open University and in other institutions. (MSE)

ED 188 607 IR 008 470

Teaching Tips from KODAK Teachers! 275 Plus! Proven Ways to Use Photography in the Classroom.

Eastman Kodak Co., Rochester, N.Y.
Pub Date-79
Note-54p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, *Classroom Techniques, Early Childhood Education, Elementary Secondary Education, Guides, *Photographic Equipment, *Photography, Teachers, Visual Aids

The more than 275 suggestions presented in this publication were solicited from readers of Teacher, The Instructor, and Curriculum Product Review, and are given, as far as possible, in the teacher's own words. The ideas are grouped by topic and, in some cases, by grade level to provide easy access. The Camera Companion section is devoted to the introduction of the camera and its products to students, its use in motivation and communication, class albums and open house activities, presentation of the students and their work, and other miscellaneous activities. The Curriculum Camera presents photographic usage by grade level from pre- school through high school and includes groupings under special classes, remedial reading, and special students. A final section provides a brief description of different types of cameras and their uses and a photographic slidemaker, and suggestions for the production of filmstrips. (RAA)

ED 188 629 IR 008 498

Future Development of Libraries: The Organisational and Policy Framework.

Library Advisory Council, London (England).
Pub Date-79
Note-57p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Development, Foreign Countries, Futures (of Society), *Government Role, Information Needs, Information Services, *Libraries, Library Cooperation, *Library Planning, *Library Services, Problems
Identifiers-*Great Britain

Undertaken as a preliminary to a wider examination of future library development in Great Britain, this study of the organizational and policy framework within which libraries of all kinds will be able to cooperate efficiently in a coordinated library service gives particular attention to the roles of central government institutions and the Library Advisory Council. The report reviews the extent of existing central and local government responsibilities for library and information services, discusses the problems of coordination and policy making, identifies possible frameworks for a coordinated service, and concludes with specific recommendations. A proposed outline of an annual report to Parliament, relevant correspondence, and a glossary of acronyms are included. (FM)

ED 188 806 RC 012 065

A Manual for Understanding Child Abuse and Neglect Among Mexican-American Migrants.

Becker and Associates, San Antonio, Tex.; Texas Migrant Council, Inc., Laredo.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date-Jan 79
Grant-OHD-90-c-621
Note-184p.
Available from-Texas Migrant Council National Resource Center, PO Box 917, Laredo, TX 78040 (free)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Child Abuse, *Child Neglect, Cultural Influences, Demonstration Programs, Family Life, *Hispanic American Culture, Individual Needs, *Mexican Americans, *Migrant Children, *Migrant Problems, Migrant Welfare Services, Migrant Workers, Parent Responsibility, Safety, Self Actualization, Self Esteem, Semantic Differential
Identifiers-Curanderismo, Texas, *Texas Migrant Council Inc

Prepared as a tool for those who work with Mexican American migrants, this manual is based upon documents and verbal narrations provided by persons involved in the Texas Migrant Council's Child Abuse and Neglect Prevention Project (caseworkers and employers of migrants in Texas and in northern user'' states, Mexican American migrants, child neglectors, and child abusers). Included are an index, 12 figures, 7 sections, a summary by professional consultants, reference material, recommended readings, and 4 detailed appendices. The first section briefly describes the project and the changes in its emphasis over the three-year period. The second section deals with demographic and cultural characteristics of Mexican Americans in the project (10 counties in south Texas). Following a description of Maslow's need hierarchy as a framework, each remaining section gives information about child abuse-neglect among the migrants in relation to five categories of need: (1) physiological; (2) safety; (3) social; (4) personal esteem; and (5) self-actualization. Major components in each category address situational and cultural aspects, the relevance of these aspects among the migrants, and some implications for assessment and assistance. (AN)

ED 188 841 RC 012 113

Koss, Larry Ketcham, Michael

Building Wellness Lifestyles: Administrator's Guide.

Pub Date-80

Note-59p.; Not available in paper copy due to the use of colored paper and print. For a related document, see RC 012 112.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Guides, Change Strategies, Concept Formation, Day Camp Programs, Drug Abuse, Eating Habits, Experiential Learning, Health Education, Life Style, *Mental Health, Nutrition Instruction, *Outdoor Education, *Physical Health, *Program Development, Relaxation Training, *Resident Camp Programs, Self Concept, Sensitivity Training, Social Influences, Summer Programs, Values Education

Identifiers-*Wellness, Young Mens Christian Association

Prepared as a guide for summer camp administrators, this manual and this wellness program are built upon six principal concepts: enjoying fitness; eating well; taking care of oneself; enjoying life; relating to others; and being part of the world. Wellness is described as serving to awaken one's awareness to lifestyle norms and practices that contribute more to an illness culture than to a true state of fitness and health. The administrator's personal commitment to a wellness lifestyle is seen as essential to the program's success. Accordingly, a Lifestyle Assessment Inventory and an Individual Action Plan are included so the administrator may examine his lifestyle and consider a plan for change. A similar inventory aids in examining the degree to which wellness is part of a camp and assists in a program for improvement. A strategy for building wellness programs is outlined and discussed according to five developmental levels: analysis; support; program development; implementation; and evaluation. One task in the area of program development involves tempering the promotion of wellness to avoid obscuring and competing with the regular camp program. Another task involves working for a gradual and realistic change. Specific information is included on the development, implementation and maintenance of wellness programs. (AN)

ED 188 886 SE 031 130

Fox, Lynn H.

Women and Mathematics: The Impact of Early Intervention Programs Upon Course-Taking and Attitudes in High School. Final Report.

Johns Hopkins Univ., Baltimore, Md. Evening Coll.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-77-0062
Note-313p.; Contains occasional light and broken type.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Academic Achievement, Academically Gifted, Attitudes, Career Choice, Decision Making, Educational Planning, *Elective Courses, Gifted, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Sex Differences, *Student Attitudes, Womens Education
Identifiers-*Mathematics Education Research

This study investigated the effectiveness of several intervention programs, in terms of increasing girls' participation in mathematics. The programs included two classes developed at Johns Hopkins University (an all-girls' accelerated mathematics class and a girls' career awareness class), and four school system-based programs based on the Study of Mathematically Precocious Youth. The populations are considered to be well-above average with respect to mathematical ability. Analysis included investigation of the impact of programs on plans to take such courses as pre-calculus, calculus, chemistry, physics, and computer science, in high school. Impact of the programs upon variables related to acceleration in mathematics was also assessed along with the rate of population attrition within the programs. The achievement of students in the school system-based accelerated classes was evaluated for possible sex differences. Questionnaire responses and the Fennema-Sherman Mathematics Attitude Scale were used to measure attitudes and interests. Comparisons were made between responses on some attitude measures and related factors such as acceleration, career goals, and life style plans. The major finding is that special programs for the mathematically gifted do have an impact on the course-taking behaviors and plans and aspirations of girls. (Author/MK)

ED 188 477 FL 011 477

Modern Standard Arabic: Aural Comprehension Course. Volume X: Lessons 73-80.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-242p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.85; cassettes $12.80)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Nouns, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The tenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals mainly with assimilated verbs, doubled verbs, quadriliteral verbs, and verbal nouns. (AMH)

ED 188 584 IR 008 436

Haenn, Joseph F.

Development of Comprehensive State Dissemination Plans: An Overview of Present Status.

Pub Date-Apr 80
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Planning, Federal Aid, *Grants, *Information Dissemination, *Program Development, Regional Planning, Statewide Planning
Identifiers-*National Institute of Education, *State Dissemination Grants Program

Established by NIE in June 1975, the State Dissemination Grants Program provides resources to state education agencies to develop comprehensive and generalized dissemination capacity, which is defined as the leadership and service capability to provide information and technical assistance in the solution of problems identified by the dissemination agency or its clientele. Generalized dissemination means providing access to all information resources for all educators regardless of subject field or role. A list of criteria, developed for use in examining comprehensive state dissemination plans, is applied to plans submitted as part of the State Dissemination Grants Program. These criteria include definition, rationale, resource catalog, needs sensing, clients linkage system, marketing strategy, coordination systems, delivery strategies, evaluation, program resources, integration system, advisory group, and documentation. As of February 1980, 11 states reported existence of such plans while 31 others responded negatively. It is concluded that unless comprehensive plans are developed within the first three years of SDGP it is unlikely that they will be developed in subsequent years; few plans were reported by states not involved in SDGP. A list of NTS Research Corporation papers presented at AERA in 1980 is attached. (RAA)

ED 188 650 JC 800 161

Riley, Bob E.

An In-Depth Study of the Four-Day College Week. Part I; The Four-Day College Week: Revolution or Evolution. Part II; A Survey of Common Practices of Texas Colleges Utilizing the Four-Day College Week.

Clarendon Coll., Tex.

Pub Date-79

Note-31p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Problems, Adoption (Ideas), Community Colleges, Commuting Students, Cost Effectiveness, *Educational Change, Expenditures, Postsecondary Education, Quarter System, Questionnaires, *School Schedules, Semester System, State Surveys, Student Costs, Student Reaction, Teacher Response, Trimester System, Two Year Colleges, Utilities

Identifiers-*Four Day College Week

This two-part report discusses the implementation of the four-day week on college campuses and summarizes the results of a survey conducted to investigate: (1) the history of the four-day college week in Texas; (2) how Texas colleges using this system integrate their operations into the four-day week; and (3) the future acceptance of the four-day week by Texas colleges. Part I examines the evolution of the school calendar from the traditional semester system to today's 4-1-4'' system, and then urges the adoption of the four-day week as a continuation of this trend toward educational innovations that meet student, rather than institutional, needs. The origins of the four-day system in the business community are cited, as is the system's potential to cut school utility costs and student gasoline expenses. Part II analyzes the responses of six of the seven Texas colleges utilizing the four-day week to an 18-item survey instrument. Respondents indicated that the major advantage of the four-day week was the saving of energy and that the major disadvantages were the long work day and the short lunch break. Generally, faculty, student, and community attitudes toward the system were favorable and respondents indicated that no major scheduling problems were encountered in converting from the five-day week. Summary conclusions and the questionnaire are included in Part II. (JP)

ED 188 669 JC 800 272

Brawer, Florence B.

Advisory Committees for the Humanities.

Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-Washington State Board for Community Coll. Education, Olympia.
Pub Date-May 80
Note-17p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, Citizen Participation, *Community Colleges, Community Involvement, Curriculum Development, Evaluation Criteria, Group Membership, *Humanities, Information Dissemination, Meetings, Planning, *School Community Relationship, Two Year Colleges

Suggested guidelines for the effective implementation and operation of advisory committees for the humanities at community colleges are provided in a question-and-answer format. The guide first defines the advisory committee as a coterie of individuals assigned the task of providing guidance in a particular area of interest. It then examines: (1) the role the humanities advisory committee can play in providing visibility for the college and its humanities program; (2) the selection of committee members from among individuals outside the educational profession; (3) the responsibilities undertaken by the committee to assist the college in relating its humanities programs to the needs of the community; (4) the educational questions which should be addressed in performing those responsibilities; (5) the administrative steps in planning committee formation; (6) the responsibilities of the committee chairperson, secretary, and college representative; (7) the need for committee members from within the college administration to familiarize other members with the humanities programs at the college; (8) the necessity of devising an annual program of activities for the committee; (9) the procedures involved in conducting committee meetings; (10) the items to be addressed in committee agenda; and (11) criteria for evaluation of advisory committee effectiveness. (JP)

ED 188 746 PS 011 489

Pettygrove, Willa Bowman

Competence for Children's Sake: Summary Report of a Research Project on the Child Development Associate Credential.

Iowa State Univ. of Science and Technology, Ames. Dept. of Child Development.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-25 Mar 80
Grant-NIE-G-78-0003
Note-99p.
Available from-Child Development Training Program, Child Development Department, Iowa State University, Ames, IA 50011 ($2.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Development, Certification, *Child Caregivers, *Competence, Educational Certificates, *Evaluation, Evaluation Criteria, Evaluation Methods, *Measurement Techniques, Occupational Aspiration, Personnel Evaluation, Postsecondary Education, Preschool Education, Staff Development, *Validity
Identifiers-CDA, *Child Development Associate

This report summarizes a research project on the Child Development Associate (CDA) assessment and credentialing system. The issues covered in the report fall under two general categories: validity (the ability of the CDA assessment/credential system to identify competent child care staff) and career development potential (the benefits of the CDA system for child care staff). The term CDA assessment/credential system'' is said to comprise three distinct but related parts: a definition of competence, an assessment method and a credential. The study design included information about child care workers taken from interviews, ratings, and written assessments; content analysis of literature on child related occupations and case studies of the relationship of state regulations to the CDA assessment credential system. Validity findings included evidence regarding the competencs of CDA participants; consistency of judgments in CDA assessment; access to and outcomes of the CDA assessment system. Career development findings included participants' personal and career history; a career ladder analysis; and a case study of two states' child care regulations. Limitations of the study were noted to include using indirect evidence to make decisions, using measurement concepts not applicable to the CDA assessment/credential process, ignoring participants' prior training experiences, and defining competence'' ambiguously. (Author/DB)

ED 188 787 PS 011 585

Freis, Ruth Miller, Miriam

The Economic Impact of Subsidized Child Care: An Economic Analysis of Valley Child Care from November 1976 to June 1979.

Freis & Miller & Assoc., Livermore, Calif.
Pub Date-80
Note-24p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Care Centers, Economic Research, *Economic Status, Employed Parents, Family Income, Longitudinal Studies, *Program Costs, *Program Effectiveness, State Aid, Taxes, Welfare Recipients
Identifiers-California

This study examines the specific economic impact on the cost to government of subsidized child care and development services. Data were collected from all 295 families who used Valley Child Care services for more than six months, over a period of two and a half years. The data and results indicated significant economic effects of providing subsidized services. A comparison of government expenditures and revenues between the time families entered the program and the time they left showed that public assistance costs were reduced by almost half and income tax and sales tax revenues were increased by 63%. Over the entire study period: (1) the cumulative increase in family income was close to a quarter of a million dollars; (2) the monthly average income of each family and the monthly average taxes paid increased in almost direct proportion to the length of time in the program; (3) total parent fees paid for child care (based on income) increased by 65%; and the total public funding was offset by 44.5%. Eighty-four percent of families who were eligible for subsidy on the basis of seeking employment were successful in finding jobs. (Author/SS)

ED 188 860 SE 030 642

Campbell, Sally R.

An Educator's Guide to the Three Es: Energy, Ecology, Economics. 1979 Edition.

Sears, Roebuck and Co., Chicago, Ill.

Pub Date-79

Note-24p.; Not available in hard copy due to copyright restrictions. For related document, see ED 164 404.

Available from-Association Films Inc., Agents for Sears Consumer Information Service, 512 Burlington Ave., LaGrange, IL 60525 ($1.00; Free on a one-per-teacher basis for staff development programs devoted to subject matter).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Citizen Participation, Class Activities, Curriculum Development, *Ecology, *Economics, Elementary Secondary Education, *Energy, Energy Conservation, Environment, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Natural Resources, Outdoor Education, Public Policy, Science Education, Social Studies

Identifiers-*Energy Education

This guide presents units involved in unifying the student's views of energy, environment, and economic issues in making decisions required of the citizen. Goals, concepts, and background information are presented at the beginning of the booklet. A pretest of relevant knowledge is provided. Other units include: (1) example discussion questions; (2) suggested learning experiences; (3) interdisciplinary projects which include activities in Art, English, History, Driver Training, and Consumer Education; (4) projects for advanced students; (5) elementary and middle school activities; and (6) word games. A resource section including organizations, businesses, publications, and government agencies concludes the booklet. (RE)

ED 188 909 SE 031 331

Meyer, Ruth Ann

A Comparison of the Intellectual Abilities of Good and Poor Problem Solvers: An Exploratory Study.

Pub Date-80

Note-35p.; Contains occasional light type.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Development, *Cognitive Processes, Computation, Elementary Education, *Elementary School Mathematics, Grade 4, Learning, Mathematical Concepts, Mathematical Vocabulary, Mathematics Education, *Problem Solving, Tests

Identifiers-*Mathematics Education Research

This study examined a selected sample of fourth-grade students who had been previously identified as good or poor problem solvers. The pupils were compared on variables considered as ``reference tests'' for Verbal, Induction, Numerical, Word Fluency, Memory, Spatial Visualization, and Perceptual Speed abilities. The data were compiled to indicate which intellectual abilities are most related to mathematical problem-solving performance. The results indicated that Reasoning, Verbal, and Numerical abilities are important for mathematical problem solving. Inductive Reasoning was thought to play the most significant role in discriminating between the good and poor problem solvers of the study. The entire battery of 19 tests discriminated between good and poor problem solvers with 92.2% accuracy, and some reduced models gave even higher accuracy. Several tables detailing results of the 19 tests and an extensive reference list are included in this report. (MP)

ED 188 936 SE 031 459

Terry, Mark

Conceptual Guide to Environmental Education in Washington State Secondary Schools: An Invitation and Guide to Implementation.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-80

Note-71p.; Contains occasional light and broken type.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Conservation Education, *Curriculum Development, *Educational Planning, *Environmental Education, *Interdisciplinary Approach, Outdoor Education, Program Descriptions, *Public Policy, *Secondary Education

This guide is intended to provide a logical approach to the improvement of environmental education at the secondary school level. It includes: (1) an introduction; (2) four goals for environmental education; (3) the role of the environmental studies course; (4) where to go with environmental education; (5) a planning and evaluation checklist; and (6) an annotated resource list for the State of Washington. A guide to discussion of specific subject area references is also provided for the guide. (RE)

ED 188 996 SO 012 691

McKenzie, Karen S.

Introducing Africa in the Classroom. An Instructional Unit for Seventh Grade Social Studies. Part I. Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 79

Note-80p.; Document not available in hard copy due to poor reproducibility of some pages in the original document. For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Culture, African Literature, *Area Studies, Cross Cultural Studies, *Cultural Awareness, Educational Objectives, *Folk Culture, Grade 7, Lesson Plans, Music Education, Problem Solving, Secondary Education, Social Studies, *Story Telling, Teacher Developed Materials, Teaching Guides, Tribes

Identifiers-*Africa

The document presents a seventh grade social studies unit on Africa. The unit is one of a number of products developed by a summer workshop for teachers on African curriculum development. The objective is to help students understand the concept of culture, how cultures develop, and how and why cultures change. The document is divided into two parts. Part One focuses on students' knowledge and misinformation about Africa, as well as the environment of the continent, a prediction of problems caused by the environment, and an attempt to formulate hypotheses for student inquiry into African culture. Sixteen learning activities include two pretests, class discussion, and mapwork, as well as exercises in knowledge identification, classification, data gathering, speculation, and generalization. All activities emphasize problem prediction and hypotheses formulation about the development of African cultures. Concluding sections list student and teacher resources and offer student handouts. Part II offers activities focusing on African art, music, and oral literature as integrated expressions of the culture. These are intended to supplement the activities of Part I and should be coordinated with them. Stories and proverbs from several

tribes are told and discussed, including dilemma tales, singing tales, and tales of gods and heroes. Activities include identifying values, playing games, creative writing, problem solving, reading novels, film viewing, having a story telling contest, and dramatizing. They all emphasize African cultural aspects and values. Teaching strategies and student and teacher resources are suggested throughout. A bibliography concludes the document. (CK)

ED 188 437 FL 010 798

Setzler, Hubert H., Jr. And Others

918 Medical Specialist Special Forces (Russian). Method for Determining Language Objectives and Criteria, Volume X.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-227p.; For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-English; Russian
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Health Personnel, Higher Education, Instructional Systems, Languages for Special Purposes, Language Usage, *Medical Vocabulary, Military Personnel, Occupational Information, *Russian, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Language Skilled People

The job position of medical specialist of special forces as performed in Russian is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Russian language requirements for medical specialist. The job tasks of the medical specialist use two communicative activities: interviews'' and demonstrations.'' The language functions critical to communicative task performance are referenced in the TSOs and EOs. Following each TSO a mapping sheet is provided to direct the user to the materials that further define both the communicative activities and the Russian language necessary to accomplish those tasks. The EOs provide a detailed outline of each communicative activity required. (SW)

ED 188 456 FL 011 283

Schuring, G. K.

A Multilingual Society: English and Afrikaans amongst Blacks in the RSA.

Human Sciences Research Council, Pretoria (South Africa).

Report No.-TLK/L-7

Pub Date-79

Note-78p.; Some small, narrow type.

Available from-Human Sciences Research Council, Private Bag X41, Pretoria 0001, Republic of South Africa (R1,55)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Afrikaans, Bilingualism, *Blacks, *English, Language Attitudes, Language of Instruction, *Language Role, Language Usage, Racial Relations, Rural Urban Differences, Social Science Research, Sociolinguistics, Surveys

Identifiers-*South Africa

Results of a 1975 sociolinguistic survey of all the ethnic groups of the South American Black population are presented. The sample of 3,653 people between the ages of 15 and 54 was from the urban and rural areas of all the provinces and homelands of the Republic of South Africa. Findings indicate that proficiency in English is relatively strongly focused on the reading and writing skills, whereas proficiency in Afrikaans, although approximately equal to that of English, is relatively strongly focused on the comprehension and oral skills. English is used more often than Afrikaans for reading and writing, whereas Afrikaans is used more often than English in communication with Whites at work. The popularity of English as the medium of instruction at school is much higher than Afrikaans, but Afrikaans, because of practical considerations, is not ignored by the Black people. These trends in favor of English are especially demonstrable among more highly qualified and also among the urban Blacks. Among the lower qualified and rural Blacks, Afrikaans plays an important role, especially in contact with Whites. It is suggested that English is more a language of prestige for the Black population, whereas Afrikaans has a more pragmatic value. Information is presented on the respondent characteristics of qualification level, geographic residence, age, and sex in order to better explain the state of English and Afrikaans among the various groups of Blacks. (SW)

ED 188 502 FL 011 660

Fernandes, Kathleen
Survey of Needs for Bilingual Evaluation Technical Assistance.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSE-129
Pub Date-Jun 79
Note-26p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Educational Assessment, Educational Needs, Evaluation Methods, Evaluation Needs, National Surveys, *Needs Assessment, Program Development, Program Effectiveness, *Program Evaluation, *Technical Assistance

This report describes a needs survey administered at the first National Bilingual Education Management Institute. The purpose of the survey was to discover the major needs for evaluation training in bilingual programs. The survey dealt with the following areas of concern: identification of evaluation topics that would be useful and of interest to workshops; and the manner in which project evaluations are carried out and how the results are used. Some of the most frequently mentioned topics in the first part of the survey were program planning and development of an evaluation design, utilization of evaluation results, and evaluation of project management. In the second part of the survey the following topics were considered: (1) evaluation features that were required under the terms of project contracts and how effectively the projects had satisified each requirement; (2) evaluation tasks that caused difficulties for projects and the reasons for the difficulties; (3) the usefulness of the most recent project evaluation for making changes in the project; (4) recommendations for improving the evaluation of bilingual projects; and (5) evaluation topics where there is a need for technical assistance or training. (AMH)

HE

ED 188 608 IR 008 471

Bond, Nicholas A. Towne, Douglas M.

Troubleshooting Complex Equipment in the Military Services: Research and Prospects. Technical Report No. 92.

University of Southern California, Los Angeles. Dept. of Psychology.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Dec 79
Contract-N00014-79-C-0237
Note-103p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Design Requirements, *Equipment Maintenance, *Human Factors Engineering, *Military Personnel, Military Training, *Paraprofessional Personnel, *Psychological Studies, Technical Education
Identifiers-*Socioeconomic Data, *Wisconsin

This is a directory of Wisconsin and federal information sources meant to provide the user with initial contacts and sources of a wide range of socioeconomic data. The materials described in this directory are available through the Wisconsin library network. Major resources for the documents include federal and state depository libraries, public libraries, and system headquarters libraries, as well as the libraries of various state agencies; however, any Wisconsin library can obtain materials for the user. A listing of state agency reference librarians and state depository libraries is provided. Socioeconomic data are listed under the broad headings of General Statistical Sources, Business Activity, Education, Energy and Utilities, Environmental/Natural Resources, Government, Health and Welfare, Housing, Labor Market Information and Wages, and Earnings and Prices. Each category lists under appropriate subheadings the source title; frequency of publication; geographic coverage; applicability by race, age, or sex as appropriate; a contact point for ordering the source; and a description of the source format (publication, computer file, report, etc.). An index of subheadings within each category is included. (RAA)

ED 188 689 JC 800 362

Moore, Betty Jane Silverman, Sherman E.

Team Teaching in an Introductory Course to Social Science.

Pub Date-11 Apr 80

Note-16p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association (Baltimore, MD, April 10-12, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Colleges, Course Evaluation, *Course Organization, Discussion (Teaching Technique), Economics, Geography, *Interdisciplinary Approach, Introductory Courses, Lecture Method, Minicourses, Nonmajors, Political Science, Program Descriptions, *Social Sciences, Student Reaction, Teacher Developed Materials, *Teacher Effectiveness, Teaching Methods, *Team Teaching, Technical Education, Two Year Colleges

Since Spring 1969, Prince George's Community College (Maryland) has offered a team-taught, interdisciplinary course incorporating economics, geography, and political science in an introduction to social science for technical education students. As the course was originally designed, each of the instructors of the three disciplines was given a three-week period to present his/her material. Lectures were augmented by small group discussions which, during the last weeks of the semester, utilized role-playing in studying urban problems. The departure and replacement of two of the three instructors contributed to a course reorganization, utilizing a thematic approach, which resulted in a series of minicourses. Student response to this approach was very negative; complaints were registered about the enormous amount of material presented, the lack of continuity of the course, and the boring, poorly used textbook. In 1974, a new team took charge of the course and decided to: (1) combine all students in a large lecture class and provide for small discussion groups before exams; (2) reorganize the course content around interdisciplinary themes, beginning with an introduction to social science and proceeding to local, national, and international problems; and (3) write an original textbook which paralleled the lectures. Though students remained unenthusiastic about taking the course, their evaluations were more positive. (JP)

ED 188 765 PS 011 529

Illinois White House Conference on Families: State Report.

Pub Date-Jun 80
Note-92p.; Report prepared by the National Advisory Committee to the White Conference on Families.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Day Care, Employment, *Family (Sociological Unit), Financial Policy, Health, Laws, Marriage, One Parent Family, Parent Child Relationship, *Planning, *Planning Commissions, School Role, *State Action, Violence

This report describes the process designed in Illinois to respond to President Carter's initiative for a White House Conference on Families. It also describes the product of that process: recommendations in ten topic areas of importance to the American family. Extensive discussions of such topics as children and parents, education, marriage, health, family crisis, child care, law, families and the workplace, and special challenges (such as single parent families, disability and castastrophic illness, and the adolescent parent) and financial policy are provided. Each topic is addressed in terms of (1) a commentary providing background information related to the topic area; and (2) the specification of issues which are developed through policy statements, program recommendations, strategy considerations, and acknowledgment of dissenting reports. Committee members and Illinois delegates to the national conference on families are listed in four appendices.

(Author/RH)

ED 188 824 RC 012 093

Kudlas, John

The Rock Climbing Teaching Guide.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-79

Note-112p.; Not available in paper copy due to publisher's preference.

Available from-American Alliance for Health, Physical Education, Recreation, and Dance, 1201 Sixteenth Street, N.W., Washington, DC 20036 ($6.95)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adventure Education, *Course Content, Course Objectives, Educational Philosophy, Environmental Education, *Equipment, Experiential Learning, Illustrations, *Outdoor Education, *Safety Education, Secondary Education, Self Concept, Skill Development, *Teaching Guides

Identifiers-*Rock Climbing

The product of 10 years of rock climbing instruction, this guide provides material from which an instructor can teach basic climbing concepts and safety skills as well as conduct a safe, enjoyable rock climbing class in a high school setting. It is designed for an instructor with limited experience in climbing; however, the need for teacher enthusiasm and patience is emphasized. Also accented are the positive aspects of psychological and physical skill development. For instance, rock climbing can provide a moderate amount of stress which can lead to personal insight and promote self-confidence. Safety aspects are dealt with in depth, emphasizing why'' something has to be done. Equipment needs and care are discussed in terms of both school budgets and safety. The 13-session course includes 1 class on the Three-Point Rule'' which requires students to crawl or walk while moving only 1 limb at a time. Each class session has a seven-point format. This guide also includes a long segment on constructing artificial climbing walls to provide experience in any locale. (AN)

ED 188 959 SO 012 636

Paulston, Rolland G.

Other Dreams, Other Schools: Folk Colleges in Social and Ethnic Movements.

Pittsburgh Univ., Pa. University Center for International Studies.

Pub Date-80

Note-289p.

Available from-University of Pittsburgh Press, 127 N. Bellefield Avenue, Pittsburgh, PA 15260 ($6.95)

Pub Type- Books (010) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, *Comparative Education, Cultural Education, Educational Assessment, *Educational History, Educational Objectives, Educational Sociology, Educational Trends, Ethnicity, *Folk Schools, Labor Education, Living Learning Centers, *Nontraditional Education, *School Community Relationship, Secondary Education

Identifiers-Denmark, Finland, Lapland, Norway, Sweden, United States

The book presents 13 articles which examine objectives, practices, sociocultural influences, and limitations of folk high schools in Northern Europe and North America from 1800 to the 1970s. Folk high schools are residential education institutions for young adults which are based upon heightening individual consciousness and commitment to a particular, often ethnically-related, goal for social change. Cases studied are the Danish Rural Movement, the Norwegian Cultural Nationalist Movement, the Swedish Folk Movement, and the U.S. Labor and Civil Rights Movements. The document is presented in four major parts. Part I presents a rationale, discusses a theoretical framework and a methodology for studying folk colleges, and examines the role of education in social movements. Parts II and III describe folk school movements in Denmark, Norway, Sweden, Finland, Lapland, and the United States. Information is presented on conditions under which social-movement education programs were created, conditions influencing the pedagogical effectiveness of folk schools, and relative effectiveness of movement-education to goal attainment. General findings indicate that alternative education programs have been most successful when they are tolerated by dominant elites, possess clear educational objectives, and offer students an awareness of new roles which they will play in changing communities. Part IV identifies limits on alternative non-formal education, including unqualified teachers, lack of standard entrance requirements, and weak economic support. (DB)

McNeil, Don

Implications for Change That the British Open University May Have Upon Traditional Higher Education Activities. Occasional Paper No. 3.

Hawaii Univ., Honolulu. Leeward Community Coll.
Pub Date-1 Jan 77
Note-104p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, Adult Education, *Adult Students, *Conventional Instruction, Correspondence Study, Educational Media, Educational Trends, Extension Education, External Degree Programs, *Higher Education, Home Study, Lifelong Learning, *Nontraditional Education, Nontraditional Students, *Open Universities, Radio, Telecommunications, Television, Traditional Schools
Identifiers-England, *Open University (Great Britain), *United States

Implications of the Open University upon traditional higher education in England and the United States are examined. The history of adult education is reviewed in relationship to working class adults, the Open University, and the traditional British and American higher education. The history of correspondence study and its practical use for instruction in the Open University are discussed, followed by a review of the history of broadcasting, its possible use as a tool for instruction in the homes of the working class, as well as its usefulness by the Open University. Some of the tenets of traditional higher education most likely to be affected by the Open University are considered. The concluding chapter summarizes the effects of the Open University. It is suggested that the American higher education system will adapt and adopt the ideas, methods, motives, and materials of the Open University as efforts are expanded to meet the academic needs of the working class adult. Footnotes and a bibliography are provided. (LC)

ED 188 541 HE 012 832

Impact of the New Retirement Age of 70 on the University of the District of Columbia.

District of Columbia Univ., Washington, D.C. Office of Institutional Research.
Pub Date-24 Aug 78
Note-58p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Policy, Administrators, Black Colleges, Budgets, *College Faculty, College Planning, Cost Effectiveness, Educational Finance, Employment Practices, Higher Education, Institutional Research, *Personnel Policy, Research Projects, Retirement, *Retirement Benefits, State Colleges, Teacher Employment Benefits, *Teacher Retirement
Identifiers-*University of the District of Columbia

The likely impact of the new mandatory retirement age of 70 on the future financial situation of the University of the District of Columbia was considered. In order to simulate the policy's effect on the 1979-80 university budget and retirement policies, four alternative plans were developed utilizing three groups of personnel (faculty, administrative, and general schedule employees). Assumptions reflected in the plans are: (1) options to replace retiring personnel; (2) ranks, salaries, and compensations for new replacements; and (3) supplementary benefits for early retirees. It was found that although only 36 employees (2.6 percent of the total university staff) were of retiring age, the cost savings approximated about $187,000 to $1.5 million for 1979-80. (Author/SW)

ED 188 562 HE 012 924

Sanford, Timothy R.

Retention and Persistence Data.

Pub Date-Jul 80
Note-41p.; Paper presented to the Inter-Institutional Research Group of the Institute on Desegregation (North Carolina Central University, Durham, NC, July 11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence, Acceleration, *Black Students, College Applicants, *College Freshmen, *College Students, *Graduate Students, Graduation, Higher Education, Predictive Measurement, Predictor Variables, *Professional Education, Student Attitudes, Student Attrition, Student Motivation, Tables (Data), Transfer Students
Identifiers-*University of North Carolina Chapel Hill

Two studies are combined with an introductory section: one is Persistence to Graduation for Freshmen Entering the University of North Carolina at Chapel Hill, 1967-75,'' by Timothy Sanford, and the second is Freshman, Transfer, Professional, Masters, and Doctoral Student Retention at the University of North Carolina at Chapel Hill,'' by Paul D. Naylor and Timothy Sanford. Data tables, charts, and narratives present the results of these two studies. It is found that professional students show the highest retention rates; freshman graduation rates are rising noticeably with corresponding increases in the percentage getting their degrees earlier and later than the traditional four-year period; and differences between black and white students appear to be decreasing. Using freshman applicant data to compute predicted graduation equations for future freshmen shows some promise, particularly for black applicants; additional work is suggested in this area. (Author/MSE)

ED 188 630 IR 008 499

Toohill, Barbara G.
Guide to Library Automation.
Mitre Corp., McLean, Va.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Report No.-MTR-79W00301
Pub Date-Jan 80
Grant-G007801810
Note-126p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Computers, *Information Systems, Librarians, *Library Automation, Library Services, Library Technical Processes, *Merchandise Information, *Selection

Directed toward librarians and library administrators who wish to procure automated systems or services for their libraries, this guide offers practical suggestions, advice, and methods for determining requirements, estimating costs and benefits, writing specifications procuring systems, negotiating contracts, and installing systems. The advice reflects the experiences of librarians themselves. Systems and services designed to meet the needs of acquisitions, audiovisual cataloging, circulation, reference, and serials functions are described. Appendices include a directory of systems, services, and vendors, as well as a glossary of computer terms. (FM)

ED 188 708 JC 800 405

Rose, Thomas A.

Palomar College Enrollment-Staff Growth: 1967-1979.

Palomar Coll., San Marcos, Calif.
Pub Date-14 Mar 80
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrators, College Faculty, *Community Colleges, Comparative Analysis, Credit Courses, Day Students, *Differentiated Staffs, *Employment Patterns, *Enrollment, Enrollment Influences, Evening Students, Full Time Faculty, Graphs, Middle Management, Noncredit Courses, Part Time Faculty, Personnel Data, *School Size, Two Year Colleges

Palomar College (PC) enrollment data and personnel records from 1967 to 1979 were examined to determine: (1) whether PC staff had grown at a rate equivalent to the growth in enrollment; (2) whether the various segments of the PC staff had grown at comparable rates; and (3) whether these segments had grown at rates equivalent to the growth in student activity as measured by weekly student contact hours (WSCH). For the purposes of the study, enrollment counts were divided between day and evening students, and WSCH data were broken down by day and evening contact hours, credit and non-credit hours, and census week accounted and actual accounted contact hours. Classified and certified staff were categorized by their contract status as full-time, part-time, or hourly personnel; classified staff were further identified as administrators, middle administrators, and direct student contact staff. The data revealed that full-time staff grew at a slower pace than enrollment and that varying growth rates were experienced by different segments of the staff the number of classified staff grew more rapidly than the number of direct student contact staff, which increased more rapidly than the administrative segment. Most staff segments grew more slowly than comparable measures of student activity. The study report provides tables organizing data and includes a discussion of the factors affecting enrollment and staff growth. (JP)

ED 188 726 JC 800 439

Manitoba Community Colleges Follow-Up Survey of 1978 Diploma, Certificate and Short Course Graduates Surveyed in Summer, 1979: Analysis of Labour Market Outcomes.

Manitoba Dept. of Labor and Manpower, Winnipeg.
Pub Date-Jan 80
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *College Graduates, *Community Colleges, Degrees (Academic), Educational Attainment, *Education Work Relationship, *Employment, *Employment Patterns, Employment Statistics, Females,

Followup Studies, Graduate Surveys, Males, Salaries, Student Financial Aid, Two Year Colleges, Vocational Followup
Identifiers-*Manitoba

A survey of the 3,095 students who graduated from the three campuses of Manitoba Community College between August 1977 and July 1978 was conducted in summer 1979 to determine graduates' employment status, earnings, average hours worked per week, education/job relationship, and the location and type of their employment. Major findings, based on a 61.6% response rate, revealed that 88.3% of the graduates were employed, 5.8% were looking for work, and 6.1% were out of the work force (of these, 2.7% were in school). The average weekly wage for graduates was $219.57 and the average of hours worked per week was 38.7. The majority of the employed respondents (82.5%) held jobs related to their training and 88.7% were employed in Manitoba. The largest percentage of graduates (20.4%) were employed in the clerical field, followed by health sciences (18.8%), and manufacturing (12.0%). Community, business, and personal service organizations employed the largest percentage of the respondents (36.6%). The survey report provides analyses of the findings by age, sex, Provincial Entry or Canada Manpower sponsorship, prior educational achievement, and the type of degree or certificate awarded. (JP)

ED 188 978 SO 012 671

The New Religions: An Annotated Introductory Bibliography.

Center for the Study of New Religious Movements, Berkeley, Calif.
Pub Date-Feb 78
Note-12p.
Available from-Center for the Study of New Religious Movements, 2465 Le Conte Avenue, Berkeley, CA 94709 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Beliefs, *Culture, Minority Groups, *Religion, *Religious Cultural Groups, Religious Organizations, Social Change, State of the Art Reviews, Values
Identifiers-*Ethnic Heritage Studies Project

This bibliography is a collection of approximately 100 citations of articles, books, and edited volumes on various aspects of new religious teachings and religious cults. Most of the entries were published between 1970 and 1977, although a few date back to the mid 1960s. Entries are divided into three major sections. Section I, New Religious Groups, presents entries in four categories general surveys; eastern oriented, western humanistic, and western Christian and occult (pentecostal, evangelical, The Jesus Movement, and esoteric/occult). Section II focuses on the impact of new religous teachings on six areas of American society science, psychology, education, law, Christian theology, and miscellaneous (athletics, paranormal happenings, and intellectual endeavors). The third section presents interpretative overviews of new spiritual phenomenon. For each entry, information is presented on author, title, publisher, and date of publication. In addition, brief annotations are included for more than half of the entries. (DB)

ED 188 478 FL 011 478

Modern Standard Arabic: Aural Comprehension Course. Volume XI: Lessons 81-88.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-254p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.10; cassettes $2.40)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

Identifiers-Passives

The eleventh of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume presents the passive voice of present and past tense verbs of measure (form). (AMH)

Brush, Lorelei R.

Why Women Avoid the Study of Mathematics: A Longitudinal Study. Final Report.

ABT Associates, Inc., Cambridge, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Nov 79
Contract-400-77-0099
Note-48p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Bias, Decision Making, *Elective Courses, Elementary Secondary Education, Females, Grade 6, Grade 9, Grade 12, Longitudinal Studies, *Mathematics Anxiety, *Mathematics Education, *Program Attitudes, *Sex Differences, Sex Role, Sex Stereotypes, *Student Attitudes, Surveys, Womens Education
Identifiers-*Mathematics Education Research

The goals of this study were to trace the development of students' desire to participate in mathematics or to avoid it whenever possible, and to examine closely differences between boys and girls in reasons for enrollment or avoidance. To trace this decision-making process, information was collected from nearly 2,000 students. In the 1976-77 school year, these students were enrolled in the sixth, ninth, and twelfth grades, and the younger two groups were followed through the 1977-78 and 1978-79 school years. A wide variety of topics were covered with students in search for the reasons they used to decide about taking more courses in mathematics. Studied were the background factors of socioeconomic status and ability; students' attitudes toward mathematics as an easy, creative, enjoyable, and useful field; and students' interpretation of the clues given by their social milieu concerning the appropriateness of their studying mathematics. All students were given a yearly questionnaire, and, in addition, a number of girls were interviewed. Among the conclusions reached were: (1) Students have reasonably ambitious plans to continue their study of mathematics; (2) Boys plan to study more mathematics than girls; and (3) There is a clear decline in students' liking and enjoyment of mathematics over time. (Author/MK)

ED 188 910 SE 031 332

Pritchard, Eileen
Library and Classroom Exercises in Science.
Pub Date- 80
Note-26p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agricultural Education, *College Science, Higher Education, *Instructional Materials, *Library Research, Library Skills, Orientation Materials, *Science Education

Provided are ten student exercises designed for orientations in the sciences, particularly biology, and for a class entitled Literature of Science, Technology, and Agriculture. An introduction outlines the use of 5 classroom exercises and 5 library exercises, and an appended section provides brief comments concerning the applicability of each of the exercises. (CS)

ED 188 937 SE 031 461

Biomedical Interdisciplinary Curriculum Project: Implementation Manual for High School Personnel.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76

Note-21p.; For related documents, see SE 031 462-471, ED 174 409-430, and ED 174 446-452. Contains occasional light and broken type.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education, Career Education, Health Education, *Integrated Curriculum, Mathematics Curriculum, Program Descriptions, *Program Implementation, *School Personnel, Science Course Improvement Projects, Science Curriculum, Science Education, *Secondary Education, Social Sciences
Identifiers-*Biomedical Interdisciplinary Curriculum Project

The Biomedical Interdisciplinary Curriculum Project (BICP) is a two-year interdisciplinary precollege curriculum designed to prepare high school students for entry into college and vocational programs leading to a career in the health field. Composed of three separate yet interrelated courses with interdisciplinary relationships between mathematics, science and social science, the curriculum package is designed with an emphasis on science, a great part of which is health content, which has been selectively integrated into the mathematics and social science courses. This manual is designed to assist high school personnel in implementing the BICP. It presents an overview of BICP, providing the rationale, objectives, format, and content of the curriculum package. Tables list unit titles and content for the courses of Biomedical Mathematics, Biomedical Science, and Biomedical Social Science. The Biomedical Instrument Package (BIP), Biomedical Practicum, and guidelines for the biomedical teaching team, teacher, student, and administration, are generally described. Curriculum and budget approval, implementation costs, course scheduling, and preservice and inservice training are also discussed. (CS)

ED 188 651 JC 800 170

Swift, Kenneth D.

A Study of the Effects of the Master Contract on the Eighteen Community Colleges in the State of Minnesota.

Pub Date-79

Note-39p.; Not available in paper copy due to the marginal reproducibility of the original document.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Organization, *Administrator Attitudes, Administrator Characteristics, *Collective Bargaining, College Faculty, *Community Colleges, *Contracts, Influences, Questionnaires, State Surveys, Statewide Planning, *Teacher Associations, *Teacher Attitudes, Teacher Characteristics, Two Year Colleges, Work Environment

Identifiers-*Minnesota

A survey of 220 randomly selected faculty and administrators at the 18 community colleges in Minnesota was conducted to determine: (1) the impact on the colleges of the Master Contract negotiated between the Minnesota Community College Faculty Association (MCCFA) and the Minnesota State Board for Community Colleges, and (2) faculty and administrator attitudes toward the contract. The survey instrument solicited demographic information and asked respondents to indicate the degree to which the Master Contract influenced instruction, grading, academic freedom, faculty workload, salaries, managerial authority, sabbatical leave, campus autonomy, staff development, job security, fringe benefits, faculty involvement, class size, and campus communication. Major findings, based on a 41% response rate, indicate that while job security and fringe benefits were positively affected by the contract, faculty involvement, managerial authority, and campus communication were negatively affected. In most other categories, the majority of respondents indicated that the Master Contract had had no effect. Older administrators with more years of employment were less positive toward the contract than other respondents. The survey report includes an extensive review of the literature dealing with faculty unionization at community colleges and the questionnaire. (JP)

ED 188 670

JC 800 277

Tollefson, Terrence A. And Others

National Survey of Funding and Accountability of Public Community, Junior, and Technical Colleges, 1979-79. Final Report.

Colorado Commission on Higher Education, Denver.; Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Apr 80

Note-45p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability, Budgeting, Community Colleges, Educational Finance, *Enrollment, *Financial Support, Full Time Equivalency, *Resource Allocation, *State Aid, Technical Institutes, Transfer Programs, Tuition, *Two Year Colleges, Vocational Education

Identifiers-Audits

In September 1977, a questionnaire was distributed to the members of the National Council of State Directors of Community and Junior Colleges to determine how and to what extent the various states fund their two-year colleges and how the colleges must account for fund utilization to their funding source. Reponses were received from 29 states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kentucky, Maryland, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Rhode Island, South Carolina, Virginia, Washington, West Virginia, and Wisconsin. The study addressed questions related to: (1) levels of appropriations and student receipts; (2) methods of establishing state funding levels, such as formula budgeting; (3) methods of allocating state funds to public two-year colleges; (4) methods and timing of counting students; (5) number of students; (6) proportional full-time equivalent enrollment in transfer, vocational, and other programs; (7) types and frequency of audits; (8) timing of adjustments in state legislative appropriations; (9) submission of budget requests by individual colleges; and (10) approval of new programs; presidential, faculty, and staff hiring, salary, and dismissal; and new facilities. The report includes tables summarizing levels of appropriations and tuition receipts and numbers of students. (AYC)

Redlinger, Lawrence J. Eller, Robin L.

Proceedings of a Workshop Sponsored by the Texas Migrant Council on Child Abuse and Neglect in the Mexican American Community.

Texas Migrant Council, Inc., Laredo.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Mar 78

Grant-90-C-1743

Note-96p.

Available from-Texas Migrant Council National Resource Center, P.O. Box 917, Laredo, TX 78040 (free)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Cooperation, Ancillary School Services, *Child Abuse, *Child Advocacy, *Child Neglect, Coordination, Disabilities, Elementary Secondary Education, Legal Aid, Mental Health, Mexican Americans, *Migrant Children, Migrant Education, Migrant Health Services, *Migrant Problems, Migrant Welfare Services, Migrant Workers, Outreach Programs, Parent Responsibility, Preschool Education, Program Improvement, Workshops

Identifiers-*Advocacy, Curanderismo, *Texas Migrant Council Inc

The unique needs of migrant farmworkers concerning prevention of child abuse and neglect both at home and at work are presented as the focus of a group of nine workshops. Complex problems facing migrants and their families are discussed in depth in sessions covering services, for pre-school and school aged children, special children, emergency services, health services, mental health services, housing, employment opportunities, and legal services. All workshop findings are summarized and four recommendations are analyzed: (1) increased coordination of programs; (2) increased service provisions; (3) increased continuity of service; and (4) a strong migrant advocacy. Appended are specific goals and recommendations by participants individuals with expertise in migrant housing, employment, social services, health, etc. Among these are: to improve continuity of pre-school services to identify suspected neglect and abuse cases among migrant children as they move from area to area; to provide better outreach and utilization of educational services; to develop a uniform statutory definition of migrant farmworkers; and to encourage health providers to operate within the existing family structure of the farmworker by taking advantage of existing resources in delivery of health care. (AN)

ED 188 842 RC 012 115

Tomblin, Elizabeth Harding, Evelyn

Small School District Utilization of Program Evaluation: A Survey of Board Members and Superintendents.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NWREL-REP-6891A
Pub Date-15 Jan 80
Contract-400-78-0023
Grant-OB-NIE-78-0206
Note-53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Accountability, *Boards of Education, Curriculum Development, Evaluation Methods, Information Dissemination, *Information Utilization, Program Development, *Program Evaluation, School Districts, *Small Schools, Standardized Tests, *Superintendents, Surveys

In a 1979 survey, the majority of the 73% responding superintendents and 38% responding school board chairmen in 269 randomly chosen small school districts across the nation indicated that program evaluation activity occurred in their districts and that evaluation information was generally desired by and available to the school board. Superintendents and chairmen similarly viewed evaluation as: continuous monitoring of ongoing programs (54-65%); assessment of student progress (32-37%); and accountability (23-32%). Just under half of the school board chairmen reported regular curriculum evaluation and 92% reported some. Much of the existing evaluation activity was constituted by standardized testing programs, available in 84% of the districts, and was conducted by district staff personnel such as principals or guidance counselors. Resulting information was used mainly to determine the future of ongoing programs (65%) and the need for new programs (35%). While 44% of board chairmen were satisfied with the amount of evaluation material they received, 51% wanted more although the majority of districts had no policy regarding program evaluations. Although nearly half the chairmen reported spending less than 10% of board time on curriculum, not unlike larger districts, there was nonetheless an overall positive reception of and intended use of evaluation material. (SB)

ED 188 861 SE 030 720

Dunlap, Mike And Others

Computers and Computer Literacy in the Algebra I and the Trigonometry Classroom. OCCE Special Report.

Oregon Council for Computer Education, Portland.

Pub Date-Sep 74

Note-34p.; Contains occasional light and broken type.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algebra, *Computer Oriented Programs, Computer Programs, Computers, Curriculum Development, *Mathematical Applications, *Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Trigonometry

Identifiers-*Computer Literacy

The two sections found in this publication, Integrating Computer Literacy With Existing Classes'' and Guide to Computer Augmented Trigonometry,'' were written by participants in two summer courses at the University of Oregon. The first section addresses the general topic of teaching computer literacy through existing classes, then it focuses on the specific course Algebra 1, including several specific examples of activities. The second section includes a variety of suggestions for using computers in trigonometry. While the main emphasis is on learning traditional course content, the student can also gain knowledge of the use of computers in mathematics in general. (MK)

ED 188 585 IR 008 437

Duke, Barbara

Directory of Texas Library Networks and Information Systems.

Texas State Library, Austin. Dept. of Library Development.

Pub Date-Feb 80

Note-225p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Information Dissemination, *Information Networks, *Information Services, Information Systems, Libraries, Library Cooperation, *Library Networks, *Library Services, Professional Associations, State Programs

Identifiers-*Texas Library Association

This directory of 62 library networks and information systems was produced from information collected in preparation for the First Conference of Texas Library Networks and Information Systems, cosponsored by the Texas Library Association and the Texas State Library, February 25-26, 1980 in Austin. A library network or information system is defined as an organization of two or more libraries, educational institutions, or business firms (requiring library service) engaged in a common pattern of information exchange through a communication system for the provision of library and information services. Information provided for each listing includes name, address, director or contact, telephone, purpose, governance, funding, communications, interface, services, publications, and membership. (RAA)

Brooks, JoAnn Steenhausen, Nancy
Implementation of the Expanded Indiana Vocational Education Information Services. Final Report.
Indiana Univ., Bloomington.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Feb 80
Note-177p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Data Bases, *Information Dissemination, Information Retrieval, *Information Services, Information Storage, *Information Systems, Program Descriptions, *Vocational Education
Identifiers-*Indiana

The project described was designed to develop and disseminate reports on quality Indiana research and development products on vocational education to appropriate state and national target audiences; to implement a system for acquiring, organizing, storing, retrieving and disseminating research and development documents to meet the identified needs of Indiana vocational educators; and to help organize a state information dissemination network. Each of the three components is discussed with regard to its objectives, procedures, and outcomes. The project is evaluated, and conclusions and recommendations are listed. A budget backing sheet is provided, along with proposal writing forms, a manual for document handling, descriptions of dissemination projects and network products, and a report to Vocational Education Information Services. (FM)

ED 188 747 PS 011 501

Education Through Art: Elementary School.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date- 79
Note-87p.; Revised edition of 1969 bulletin.
Available from-Office of Publications Distribution, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 ($1.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Art Education, Curriculum Development, Educational Administration, Educational Facilities, Educational Resources, *Elementary Education, Elementary School Students, *Kindergarten, Special Programs, State Curriculum Guides
Identifiers-*Texas

Ideas and suggestions to help teachers provide creative and aesthetic experiences for elementary children are presented in this document. This guide is meant to be used for upgrading present programs as well as for providing new ones. The document outlines the goals and objectives of an art program at the elementary level; the role of administrative leadership and teacher responsibilities; characteristics of children at various grade levels; the role of structure, motivation, and evaluation at various grade levels; considerations concerning facilities, organization, and curriculum; and basic art projects, essential supplies and equipment. Also included is a list of references for resource materials. (SS)

ED 188 766 PS 011 534

Rosenthal, Miriam K.

Training a New Professional Core to Work with Infants, Toddlers and Their Families The Schwartz Program.

Pub Date-Jan 80

Note-8p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (1st, Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Experimental Programs, Foreign Countries, Higher Education, *Interdisciplinary Approach, Preschool Education, *Program Design, *Program Development, *Teacher Education, *Training Objectives

Identifiers-*Hebrew University of Jerusalem (Israel)

This paper overviews the organization, objectives and impact of an experimental interdisciplinary training program at Hebrew University, Jerusalem, Israel, for preparing specialists to work with infants and preschool children. (Author/RH)

Williams, Deborah Anne Cameron, Catherine Ann

Introduction of a Novel Dimension in Young Children's Learning Sets.

Pub Date-Apr 80
Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Hartford, CT, April 9-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attention, *Discrimination Learning, *Learning Processes, *Novelty (Stimulus Dimension), Rewards, *Young Children
Identifiers-*Learning Set

The effect of stimulus novelty, an attentional variable, on learning set acquisition was investigated. Learning set (LS) acquisition refers to an improvement in performance across a series of problems which have a common basis of solution. The design of this study involved two groups, one in which the positive stimulus on Trial 2 involved the introduction of a novel dimension (Novelty-Positive), and one in which the negative stimulus involved novelty (Novelty-Negative). The novel dimension introduced was color, and was preceded by both rewarded and nonrewarded first trials. Twenty-four 3-year-old children were randomly assigned to one of the two experimental treatments. The results supported the novelty hypothesis in that performance was significantly better in group Novelty-Positive than in group Novelty-Negative. No significant reward differential was found in this experiment as has been found in other studies (e.g., Moss & Harlow, 1947). The result of the present experiment replicates a similar finding reported by Callaghan and Cameron (1978). (Author/SS)

ED 188 911 SE 031 333

van den Berg, Euwe And Others

The Convergent Validity of the Cognitive Preference Construct. Draft Copy.

Pub Date-Apr 80
Note-21p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Measurement, *Cognitive Processes, Cognitive Style, Critical Thinking, Educational Research, Higher Education, Learning Theories, *Science Education, *Validity
Identifiers-Science Cognitive Preference Inventory, *Science Education Research

Reported is a study designed to investigate the convergent validity of the cognitive preference construct and to develop new techniques for analyzing cognitive preference data. The cognitive preference construct was invented to help evaluate the science curricula of the sixties based on the assumption that a student's intellectual approach to information was more important than ability to identify correct information. Four categories of intellectual approach as recall (R), principles (P), questioning (Q), and applications (A) are presented. Two new instruments to measure cognitive preferences were constructed and administered and a conventional instrument (the Science Cognitive Preference Inventory) was given to 71 elementary education majors. The results were analyzed using a multitrait-multimethod design. Developed were two statistical indices of distinctness of cognitive preference, one for ranking data and one for normative data. Correlations of Q and R with R, P, Q, and A scores across and within instruments, fulfilled most of the conditions for convergent validity. Correlations of P and A with R, P, Q, and A scores only partially fulfilled these conditions indicating weaknesses in the P and A modes. Correlations of Q and R strongly supported the interpretation of Q and R as opposite poles of one dimension which could be called critical thinking.'' (Author/GS)

ED 188 438 FL 010 799

Setzler, Hubert H., Jr. And Others
11B Infantryman Special Forces (Russian). Method for Determining Language Objectives and Criteria, Volume XI.
Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-201p.; For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940
Language-English; Russian
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, Language Usage, Military Personnel, Occupational Information, *Russian, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Language Skilled People

The job position of infantryman of special forces as performed in Russian is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Russian language requirements for infantryman. The job tasks of this position use two communicative activities: demonstrates'' and teaches.'' These two communicative activities form the basic organizational scheme for the EOs. When the TSOs are mapped on the EOs, either demonstrates'' or teaches'' provide organized and developed communicative strategies leading to mastery of the specific TSOs. The language functions critical to communicative task performance are referenced in the TSOs and the EOs. (SW)

ED 188 457 FL 011 327

Breton, Roland J.-L.

Geographie du francais et de la francite en Louisiane (The Geography of the French Language and Character in Louisiana).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-79

Note-110p.; Some maps marginally legible.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Census Figures, Creoles, Cultural Background, Cultural Context, Dialects, Ethnic Distribution, Ethnic Groups, Ethnicity, Ethnic Origins, Ethnic Studies, *Ethnography, *French, Human Geography, *Language Usage, *Language Variation, Minority Groups, Population Distribution, *Sociocultural Patterns, Sociolinguistics

Identifiers-*Acadians, Franco Americans, *Louisiana

This study, based on the 1970 U. S. census, concerns Francophones and French influences that are evident, particularly in Louisiana. Four aspects of the question are treated: (1) linguistic minorities in the U. S., especially those of Hispanic and German origin; (2) the history of Franco-Americans; (3) the present state of French in Louisana; and (4) the typically French character of Louisiana. Historically, Franco Americans fall into three groups, namely, the descendents of the Acadians who settled in Louisiana, 19th century immigrants who settled all over the U. S., and the Quebecois who migrated to New England. The discussion of the French in Louisiana covers the three periods in Louisiana history, the three geo-cultural regions of the state, and a demographic study. With regard to the French language, the study treats the varieties of French spoken today, French usage, geographic distribution and language, and the character of Acadiana, or French Louisiana. The Final section of the study deals with the universally-recognized French character of the region, a character that goes beyond language usage. Particular attention is given to French national characteristics, typically French geographic traits and markedly French religious, linguistic, cultural and political influences. Numerous maps and tables are appended. (AMH)

ED 188 479 FL 011 479

Modern Standard Arabic: Aural Comprehension Course. Volume XII: Lessons 89-96.

Defense Language Inst., Monterey, Calif.
Pub Date-76
Note-258p.; For related documents, see FL 011 467-487.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.20; cassettes $1.60)
Language-Arabic
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Numbers, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

The twelfth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals mainly with mood markers occurring on certain verb forms, cardinal and ordinal numerals, and imperatives. (AMH)

ED 188 503 HE 010 163

DeFleur, Lois B. Gillman, David

Cadet Beliefs, Attitudes and Interactions During the Early Phases of Sex-Integration.

Pub Date- 78
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Armed Forces, *Coeducation, College Desegregation, *Females, Higher Education, Males, *Military Schools, Military Training, School Surveys, *Sex Bias, Sex Stereotypes, Single Sex Colleges, *Student Attitudes, Student Behavior, Student Teacher Relationship
Identifiers-*Air Force Academy CO

Attitudes, beliefs, and interactions of male and female cadets at the U.S. Air Force Academy during the first year of sex integration are discussed. Background for the integration process is given, including policy changes and implementation. A survey was undertaken of a match sample of men and women six months after the women entered the Academy. Some additional information was obtained from sample samples before and after the main survey. The focus of items was on daily activities, attitudes toward women in various roles, and reported interactions. Specific questions were about: squadron solidarity and pride; acceptance; understanding and fairness of officer supervision; attitudes toward women in general, admission of women to the academy, and women as military leaders; and informal interaction. Results show that women feel less accepted than males, and less understood, even though they felt supervisory officers were fair. Male students felt women didn't receive a fair share of assignments, but weren't sure that favoritism existed. They felt very uncomfortable with female cadets. Overall, after the early phases of integration cadet beliefs, attitudes, and interactions remained ambiguous and strongly oriented along traditional dimensions.

Responses are presented in charts as appendices. (MSE)

ED 188 522 HE 012 796

Wallace, Grace Spice May, W. Theodore

Longitudinal Career Pattern Study of Graduates of the University of Tennessee College of Nursing, 1954 through 1974. Volume 2.

Tennessee Univ., Memphis.
Pub Date-80
Note-587p.; For related document see ED 183 126.
Pub Type- Reports - Research (143)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors-Achievement, Awards, *Career Choice, Community Involvement, *Education Work Relationship, Followup Studies, *Job Satisfaction, Longitudinal Studies, *Nurses, *Nursing Education, Occupational Mobility, Professional Continuing Education, Professional Development, Professional Recognition, Recognition (Achievement), Spouses
Identifiers-*University of Tennessee

Findings on those aspects of participants' activities related to personal history and career choices both before and after graduation are reported in this second of a two-volume report on the findings of the Longitudinal Career Pattern Study of Graduates of the University of Tennessee College of Nursing, 1954-1974. The first two chapters describe the background of respondents (occupations and education of parents, birth order and number, financial aid) and personal history since graduation (residency, marital status, age and family situation, and spouse's occupation). Chapter Three focuses on the attitudes towards nursing, career satisfaction, spouse's attitude towards career nurses, and friendship among respondents. Professional and voluntary activities are then outlined, followed by an explanation of professional achievements, consultations, and publishing, research, and speaking activities. The next chapter deals with continuous nursing careers, including career choice, activities, and professional achievements. Criticism and suggestions for improving the questionnaire used in this study are offered. Among the conclusions are that: half the respondents reported being only children or oldest children; the South retained over 80 percent of the respondents as residents; 85 percent of spouses of respondents fell into professional and business related categories; the three most highly ranked reasons for being employed in nursing, beyond the financial one, were personal fulfillment, job satisfaction and service to others; and a 4-to-1 ratio was reported on spouses' favorable attitudes towards nursing employment. (LC)

ED 188 542 HE 012 833

McCown, Dorothy And Others

University of the District of Columbia Freshmen, Fall 1978-79. Part II A Comparative Analysis of UDC Freshmen with Counterparts at Public Colleges.

District of Columbia Univ., Washington, D.C. Office of Institutional Research.
Pub Date-Oct 79
Note-34p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Colleges, College Attendance, *College Freshmen, Comparative Analysis, Educational Background, Full Time Students, Higher Education, Institutional Research, Research Projects, *State Colleges, *Student Attitudes, *Student Characteristics, Student Educational Objectives
Identifiers-*University of the District of Columbia

Full-time freshmen at the University of the District of Columbia (UDC) were compared with their counterparts at public four-year colleges, predominantly black four-year colleges, and four-year colleges with low selectivity. Similarities and dissimilarities of the groups were measured for the following areas: options of high school preparation, reasons for deciding to attend college, professional goals, demographic characteristics, and views on school and educational issues as well as social-related issues. A nonparametric test, the Friedman Rank Sums, was used to analyze the information. UDC freshmen were found to be similar to freshmen enrolled at predominantly black colleges. The need for further remedial courses was found for all four groups, and all groups revealed interest in the field of business. The findings are based on administration of the Cooperative Institutional Research Program survey of freshmen students, a portion of which is appended. (Author/SW)

Application and Enrollment Patterns of Transfer Students, Fall 1978. Report No. 6-80.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Pub Date-May 80
Note-214p.
Available from-Office of Institutional Research and Analytical Studies, State University of New York, State University Plaza, Albany, NY 12246
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-College Admission, *College Applicants, Colleges, *College Transfer Students, *Educational Mobility, *Enrollment Rate, *Enrollment Trends, *Migration Patterns, Multicampus Colleges, State Surveys, Statewide Planning, Tables (Data), Two Year Colleges, Two Year College Students, Universities
Identifiers-*State University of New York

The ninth annual study of the application and enrollment patterns of university transfer students regarding the inter-campus mobility of students attending institutions under the program of the State University of New York is presented. Transfer students are defined in this study as those undergraduate students who were enrolled at a State University institution for the first time in a given Fall term. Part One provides summary tables on transfer students according to prior institution and student level and degree; also included are related summaries dealing with admission success, trends of transfer students, and enrollment data. Part Two presents tables for each institution as well as an appendix containing trends in full-time undergraduate credit course transfer students at senior institutions and transfers to senior institutions from two-year institutions. The final section provides footnote references, a map of State University institutions, chronology of dates of establishment of State University institutions, and a publications list. Several findings were concluded by the data summary such as a total of 27,075 transfer students enrolled in the Fall 1978 at State University institutions, transfer students enrolled in the Fall of 1978 represent 8.6 percent of the total undergraduate enrollment for that term, and the most common transfer was one who transferred within the State University system from a two-year to a senior institution. An index by coordinating area is provided. (LC)

ED 188 609 IR 008 472

Wisconsin Statistics: A Directory of Sources.

Wisconsin State Dept. of Administration, Madison.; Wisconsin State Dept. of Industry, Labor and Human Relations, Madison.

Spons Agency-Economic Development Administration (DOC), Washington, D.C.
Pub Date-Feb 78
Note-91p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Information Networks, Information Seeking, *Information Sources, Library Materials, Library Networks, *Resource Materials, *Statistical Data
Identifiers-*Socioeconomic Data, *Wisconsin

This is a directory of Wisconsin and federal information sources meant to provide the user with initial contacts and sources of a wide range of socioeconomic data. The materials described in this directory are available through the Wisconsin library network. Major resources for the documents include federal and state depository libraries, public libraries, and system headquarters libraries, as well as the libraries of various state agencies; however, any Wisconsin library can obtain materials for the user. A listing of state agency reference librarians and state depository libraries is provided. Socioeconomic data are listed under the broad headings of General Statistical Sources, Business Activity, Education, Energy and Utilities, Environmental/Natural Resources, Government, Health and Welfare, Housing, Labor Market Information and Wages, and Earnings and Prices. Each category lists under appropriate subheadings the source title; frequency of publication; geographic coverage; applicability by race, age, or sex as appropriate; a contact point for ordering the source; and a description of the source format (publication, computer file, report, etc.). An index of subheadings within each category is included. (RAA)

ED 188 690 JC 800 363

Watson, Norman

The Community College in the 1980's: Promises and Perils.

Pub Date-1 Apr 80

Note-8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (60th, San Francisco, CA, March 30-April 2, 1980)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Change Strategies, *College Role, *Community Colleges, Cooperative Programs, Educational Innovation, *Futures (of Society), Older Adults, Part Time Students, Student Characteristics, Student Needs, Two Year Colleges, Two Year College Students

A number of possible scenarios are discernible for the future of post-secondary education. Some believe that the next five years will be worse than the last, pointing to declining birthrates, spiraling inflation, and plummeting enrollments. Others look optimistically to the increased need for education, which is evidenced by the involvement of industry in educational efforts and the rate at which knowledge is growing and becoming obsolete. Still others try to assess the effects of environmental factors, such as increased state control and federal regulation, changing technologies, and growth in adult and non-formal education. In order to survive the stresses and strains of the 1980's, community colleges must undergo a transformation, which will be facilitated by their responsiveness to community needs and their flexibility. They must: (1) provide additional access for the older adult; (2) exploit new educational technologies; (3) work with and through other community agencies; (4) increase cooperation with business and labor; (5) provide basic skills and literacy training; (6) become involved in international education; (7) change policies and procedures to meet the needs of part-time, older students; and (8) reaffirm their commitment to the humanities. In short, the 1980's will demand that community colleges employ creativity to a greater extent than ever before. (AYC)

ED 188 727 JC 800 441

Hellyer, Lyle

Birth of the Four-Day Work Week.

Pub Date-2 Apr 80
Note-11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (60th, San Francisco, CA, March 30-April 2, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Planning, Community Attitudes, *Community Colleges, Commuting Students, *Costs, *Energy Conservation, Heating, Program Development, *School Schedules, School Surveys, Student Attitudes, Student Costs, Teacher Attitudes, Two Year Colleges, *Utilities
Identifiers-*Four Day College Week, *Indian Hills Community College IA

Indian Hills Community College, faced with rising utility bills dues to inadequate insulation in the campus's older buildings, now utilizes a four-day week during the winter quarter as an energy conservation measure. Planning for the implementation of the four-day week, which began in 1976, was coordinated by an overall energy committee made up of representatives from all levels of the college community. Through this committee, a series of surveys was conducted to assess the impact of the plan on students, to determine how well the general public would accept the four-day week, and to collect data on past energy use. Initial findings revealed that although there was no consensus on the precise times the school day should begin and end, most students, faculty, and staff approved of the four-day plan. The survey also determined that the plan would save commuting students a total of $2,500 per day in fuel costs. Presently, after the plan has been in operation for three years, over 90% of the faculty, staff, and students of the college are in favor of the four-day week. There have been complaints, however, that lecture periods under this schedule are too long for technical disciplines such as computer programming and calculus. Plans are being prepared to implement the four-day week during the summer session in order to reduce air-conditioning costs. (JP)

ED 188 825 RC 012 094

Sharma, Satish

Modernism and Planned Development: A Study of Two Punjabi Villages in India.

Pub Date-79

Note-28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 24-26, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Age Differences, *Attitude Change, Caste, Change Strategies, Community Education, *Community Support, Correlation, *Federal Programs, Government School Relationship, Income, Innovation, Landlords, Leadership, Living Standards, *Modernism, *Proximity, *Rural Development, *Rural Urban Differences, School Role, Social Development, Socioeconomic Status, *Urban Areas

Identifiers-*India (Punjab)

Two rural villages with similar characteristics were selected in Punjab (northern India) in order to study attitudes towards planned socio-economic development programs. All household heads (married males) in Bhagpura (123) and Khaira Bet (116) were interviewed; other data were derived separately. Program acceptance (modernism) in both villages correlated very highly with the respondants' psycho-social modernism, mass-media participation, and extra-community contacts. Khaira Bet (more remote in terms of road links and transportation facilities) reflected more conservatism in all areas, particularly formal and family education, civic/political participation, level of living, village leadership status, landowner status, and occupational status. An unanticipated finding was that caste was not a significant predictor of program approval. Age reflected a predictable conservatism and had a negative correlation of -.72 in both villages. Since exposure to mass media and extra-community activities was significant in acceptance of socio-economic development programs, development and extension agencies should find support for rural development programs among villagers who have already been exposed to external ideas and behavioral patterns; agencies should also design extra-community social contacts, formal education, and mass-media and civic/political participation of villagers in order to aid development efforts. (BR)

ED 188 979   SO 012 672

O'Neill, James B.

Master Curriculum Guide in Economics for the Nation's Schools. Part II. Strategies for Teaching Economics: World Studies (Secondary).

Joint Council on Economic Education, New York, N.Y.

Pub Date-80

Note-117p.; For related documents see ED 164 382, ED 175 760, and SO 012 599.

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($5.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, *Concept Teaching, Curriculum Development, Curriculum Guides, Developed Nations, Developing Nations, Economic Development, *Economics Education, *Global Approach, Instructional Materials, *Learning Activities, Lesson Plans, Secondary Education, *Teaching Methods

Part of the Master Curriculum Guide Project, this guide presents concept-based activities in economics for use with students in grades nine through 12. The activities are related to global aspects of economic development. The objective is to provide detailed classroom lessons illustrating ways of applying economic analysis to world history and to the contemporary world scene. The 11 concept-based lessons can be modified for use in existing curriculum. They are designed to help students understand basic economic problems with which every economic system must contend. Sample lessons are entitled A Primitive Economy,'' The Game of Scarcity and Allocation,'' Patterns of Economic Development,'' Limits to Growth,'' and Using Economic Data to Compare Types of Economic Systems.'' Activities involve students in map and globe work, filling in worksheets, class discussion, reading assignments, analyzing case studies, and writing brief essays. For each lesson, information is presented on time required, major and related concepts, objectives, rationale, material, procedure, and evaluation. An annotated listing of other resources concludes the document. (DB)

ED 188 997 SO 012 692

Herborn, Peter M.

African Studies Curriculum Project. An Instructional Unit for Seventh Grade World Cultures.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 77

Note-27p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, Change, Cross Cultural Studies, *Cultural Awareness, Educational Objectives, Environmental Influences, Geography Instruction, Grade 7, Learning Activities, Lesson Plans, Secondary Education, Social Studies, Teacher Developed Materials, Teaching Guides, Tribes, Units of Study

Identifiers-*Africa

The document presents a 4-week seventh grade world cultures unit on Africa which is one of a number of products developed by a summer workshop for teachers on African curriculum development. The objective is to help students become aware of the diversity of African cultures and geographic regions. Another objective is to help students understand how culture develops in response to the environment. Additional objectives are to compare African and American social and value systems, to understand changes taking place in Africa, and to suggest hypotheses about the future. The document presents 16 lessons on topics relating to Africa, such as ecology, environment, clothing, markets, society, the impact of change on the family and education, music, and religion. Each lesson states the purpose, time allotment, objectives, materials needed, teaching procedure, optional activities, and sources needed. Activities include discussing, tape playing, filmstrip viewing, hypothesizing, generalizing, classifying, mapwork, comparing, and reading. Appendices list audiovisual materials, optional projects, proverbs from different African countries, student texts, and briefly annotated student and teacher resources. (CK)

ED 188 709 JC 800 406

Edwards, Sandra J.

Science Education in Two-Year Colleges: Biology.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-May 80
Contract-400-78-0038
Grant-NSF-SED-77-18477
Note-116p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Activities, Advanced Courses, *Biology, College Curriculum, College Faculty, *College Science, *Community Colleges, Course Objectives, Courses, Educational Attainment, Grading, Institutional Characteristics, Instructional Materials, Introductory Courses, Learning Modules, Literature Reviews, National Surveys, *Science Curriculum, Science Education, *Science Instruction, Science Laboratories, *Science Teachers, Student Characteristics, Teacher Characteristics, Teaching Experience, Teaching Methods, Textbooks, Two Year Colleges, Work Environment

One in a series of 12 publications on two-year science education, this four-part monograph examines biological education as revealed by a literature review, a study of the catalogs and class schedules of 175 representative two-year institutions, and survey responses of 160 biology instructors. Part I first presents the findings of a review of the literature on biology curricula, focusing on core curricula; course content; introductory courses; prerequisites; and courses for biology and non-biology majors, and allied health and remedial students. Next, the catalog and schedule analysis is presented, covering biology course offerings, target student groups, prerequisites and course sequences, institutional characteristics, and introductory courses. Part II examines instructional practices revealed in the literature and in the instructor survey. The literature review assessed the use of modules, laboratories, and textbooks, while the instructor survey considered student characteristics, instructional modes, use of class time and instructional materials, grading practices, desired student competencies, course goals, and out-of-class activities. Part III looks at the biology faculty in terms of degree attainment, employment status, teaching experience, selection of course materials, use of support services, and working conditions. The final section summarizes findings and presents recommendations for improving biological education. A bibliography and the questionnaire are included. (AYC)

ED 188 767 PS 011 535

Monroe, Marian

Management of Child Care's Most Expensive Resource Staff Time.

Pub Date-Nov 79
Note-20p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Caregivers, *Day Care, Early Childhood Education, *Efficiency, *Personnel Management, *Program Administration, *Staff Development

This paper identifies two steps day care administrators can take to more efficiently manage staff time. The first step is to know what, why, where, when and how tasks are to be done. The administrator must know whether or not staff activities contribute to the goals of the center. This is the basic element of conserving staff time. The second step is to consider administrative actions which lead to better staff functioning. Management can encourage increased production by (1) treating staff with respect; (2) providing a staff support system; (3) helping staff with special children; (4) handling problems promptly; (5) promoting staff development; (6) observing each staff member's work; (7) evaluating performance; (8) recognizing individual accomplishments and planning for continued growth; (9) caring enough about each staff member to be interested in them as people; (10) allowing for sharing, give and take, and shared decision-making; (11) defining expectations clearly; (12) providing resources; (13) providing a professional atmosphere; and (14) using volunteers appropriately. Managing staff time is a dynamic process. The goal is to facilitate staff to do the right tasks in a satisfactory and competent manner. (Author/RH)

ED 188 862 SE 030 873

De Angelis, Joseph M.

Using Clay as a Learning Resource for Teaching the History of Science.

Pub Date-80
Note-26p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ceramics, Grade 9, Resource Materials, *Science Activities, Science Course Improvement Projects, Science Education, *Science Equipment, Science Experiments, *Science History, Secondary Education, *Secondary School Science
Identifiers-Introductory Physical Science

Construction of laboratory equipment from earthenware clay uses art as a way to incorporate the element of science history into an Introductory Physical Science (IPS) unit on distillation. Classroom techniques for working with clay to construct distilling apparatus are outlined. Other supplementary material from the arts, including slide presentations on original art work of past laboratories and sketches from primary sources, are also suggested. (CS)

ED 188 960 SO 012 643

Johnson, Paul G. And Others

Martin Luther King, Jr. Day, January 15.

Nebraska State Dept. of Education, Lincoln.
Pub Date-80
Note-22p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Audiovisual Aids, Biographies, Black History, Blacks, *Black Studies, Books, Elementary Secondary Education, Learning Activities, *Multicultural Education
Identifiers-*King (Martin Luther Jr)

The document presents biographical material, bibliographies, and learning activities relating to Martin Luther King, Jr. The objective is to provide teachers with guidance in commemorating King's birthday. The document is presented in six sections. Section I consists of a copy of the Nebraska state law requiring celebration of King's birthday. Section II contains a biographical sketch of King's life and accomplishments and a time line of important dates in his life. Section III is an annotated selected list of resources by and about King. It is divided into three sections: books by King, books about King, and general black studies books which include sections about King. No grade level is indicated.

Section IV lists audiovisual materials such as films, film series, filmstrips, and recordings. For each item, information on time length, color, grade level, price, and availability is offered. Section V briefly describes two series available from the Instructional Television Services Section of the Nebraska Department of Education. The final section briefly suggests six school and community learning activities and 34 classroom activities. These include arranging displays and exhibits, reading stories, dramatizing, discussing, debating, having outside visitors, researching, and reporting. (CK)

Powers, Audrey, Ed.

The Ethics and Problems of Medical Reference Service in Public Libraries. Summary and Addenda to the September 1979 Bay Area Reference Center Workshop.

San Francisco Public Library, Calif. Bay Area Reference Center.

Pub Date-Sep 79

Note-34p.; Parts may be marginally legible due to print quality.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ethics, *Health Materials, Library Materials, *Library Services, Library Surveys, *Medicine, Position Papers, *Public Libraries, Reference Materials, *Reference Services, Resource Materials, Workshops

Identifiers-*Medical Information

Participants in a workshop on the ethics and problems of medical reference service in public libraries generally concluded that people have a right to information concerning health and librarians should rely on common sense in answering medical reference questions and refrain from interpretation and diagnosis. Presentations included a report on a survey of the availability of medical libraries to the public, a talk and slide show by a physician stressing self-care, and a panel discussion whose members discussed their libraries in general and health-related reference services in particular, emphasizing individual approaches to medical reference questions. The final session was devoted to a Bay Area Reference Center survey on formal written policies for medical reference, a summary of which is attached. A Self-Care reading list of 62 titles and a Self-Care Credo are included along with six sources for pamphlets, a bibliography of 19 selected bibliographies, and 13 sources for reviews of nontechnical books on medical topics; descriptions of 11 indexing and abstracting services covering the medical literature; and a listing of five miscellaneous information sources. (RAA)

ED 188 671 JC 800 282

Marks, Joseph Lappin

Forces Shaping the Humanities in Public Two-Year Colleges.

Pub Date-80
Note-200p.; Ph.D. Dissertation, University of Arizona
Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 80-17804, MF $8.25, Xerography $16.50)
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Class Size, College Faculty, Community Colleges, Curriculum Development, *Educational Finance, *Enrollment, Expenditure Per Student, Financial Problems, Full Time Faculty, *Humanities, National Surveys, Part Time Faculty, Public Schools, Student Teacher Ratio, Tables (Data), *Two Year Colleges

Instructional, financial, and enrollment data gathered from a variety of sources for a representative sample (N 142) of the country's public two-year colleges were examined to determine how humanities education at these institutions is affected by changing financial and enrollment conditions. Study methodology involved an analysis of three sets of variables: (1) measures of institutional conditions, including percent change in enrollment and expenditures from 1971 to 1977; (2) measures of the strengths of humanities programs, such as program enrollments, budget allocations, and the ratio of humanities students to faculty; and (3) measures of humanities responsiveness, including the introduction of new humanities courses, increases in humanities graduation requirements, and the reorganization of the humanities disciplines within the institutional structure. Descriptive statistics and correlation analysis results were produced to test the hypothesis that the condition of the humanities would be least adversely affected where the financial and enrollment factors were strongest. Summary findings indicate that while colleges as a whole reduced instructional expenditures despite increased enrollments, the share of humanities faculty remained stable while they served proportionately fewer students. The study report identifies data sources and details methodology and findings; a bibliography is included. (JP)

ED 188 748 PS 011 502

Soekirman

Priorities in Dealing with Nutrition Problems in Indonesia. Cornell International Nutrition Monograph Series, Number 1 (1974).

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Spons Agency-Cornell Univ., Ithaca, N.Y. Center for International Studies.

Pub Date-74

Note-119p.; For other monographs in this series, see ED 149 838, PS 011 294, and PS 011 502-505.

Available from-Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 ($2.50; make checks payable to Cornell University)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Agricultural Production, Anemia, *Demography, Eating Habits, Females, *Food, Foreign Countries, History, Low Income Groups, *Nutrition, Nutrition Instruction, *Physical Health, Planning, Policy, Pregnancy, Preschool Children, Social Differences

Identifiers-*Indonesia

A study of the literature dealing with past and present food and nutrition problems in Indonesia reveals that the problems remain serious. The major nutrition problems are: (1) Protein-Calorie Malnutrition; (2) Vitamin A Deficiency; (3) Nutritional Anemia; and (4) Goitre. These nutrition problems afflict people of all ages, males and females. However, malnutrition is most evident in preschool children, pregnant women and low income workers. It is apparent that the underlying causes are complex, except in the case of goitre. Food production and supply per capita are inadequate and vary greatly among regions. The First Five-Year Development Plan (Pelita-I''), 1969-1974, succeeded in increasing rice production but it neglected other food commodities, such as corn, which is an essential part of the diet of rural people in Central and East Java. Rice policy mainly benefitted the farmers of larger properties, a fact which is reflected in the farmers' food consumption patterns. Among the more than 1,000 households (from 30 villages in Indonesia) studied, 74 percent were calorie deficient and 51 percent deficient in both calories and protein. There were also substantial variations in the consumption patterns among different economic regions and classes of people with the poor being worst off. Customs regarding inequitable food distribution within families aggravate this situation. Intervention should begin with programs to alleviate goitre and vitamin A deficiency. (Author/RH)

ED 188 789 PS 011 590

Ulrey, Gordon
Influences of Preschooler's Behavior on Assessment.
Colorado Univ., Denver. Medical Center.
Pub Date-Feb 80
Note-13p.; Paper presented at the Annual Meeting of the Interdisciplinary International Conference (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Development, *Clinical Diagnosis, *Cognitive Development, Emotional Development, *Language Skills, Nonverbal Communication, *Preschool Children, Psychological Testing, *Testing Problems, Test Interpretation
Identifiers-*Piagetian Theory

This paper discusses the impact of emerging developmental skills on preschoolers' test performance in reference to preoperational thinking, behavioral controls, and language skills. It is emphasized that some behaviors that occur during the preschool period may suggest pathology when observed in older children but are normal for preschoolers. A Piagetian model is used to conceptualize how the preschooler's behavior can influence test outcomes. Specific strategies for eliciting a better test performance are described in reference to the following problems: reactions to failure, overreactivity and distractibility, negativism and oppositional behavior, and perseverance on old tasks or manipulation to avoid new tasks. (Author/SS)

ED 188 888 SE 031 132

Boswell, Sally L. Katz, Phyllis A.

Nice Girls Don't Study Mathematics. Final Report, December 1, 1977, through January 31, 1980.

Institute for Research on Social Problems, Booulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Grant-NIE-G-78-0023
Note-72p.; For related document, see ED 174 477.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Achievement, Aptitude, *Attitudes, Elementary School Mathematics, Elementary Secondary Education, Females, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Secondary School Mathematics, *Sex Differences, Sex Role, *Sex Stereotypes, Stereotypes, *Student Attitudes, *Womens Education
Identifiers-*Mathematics Education Research

This study investigated a variety of factors which influence the development of women's attitudes and performance in mathematics. Specific objectives were: (1) to document the existence of stereotypes associated with mathematics; (2) to determine the age at which children become aware of these stereotypes; (3) to specify the social agents transmitting stereotypic information; and (4) to determine the extent to which stereotypes affect both attitudes and achievement in mathematics. Toward these ends, three interrelated studies were conducted. The first study examined and compared women who obtained Ph.D.'s in mathematics, English, and psychology in terms of their backgrounds, beliefs, and attitudes. A second study investigated attitudes and achievement in mathematics among elementary school children. The third study determined the relation between attitudes and mathematics achievement in secondary school youth. Results revealed that: (1) stereotyped beliefs about mathematics are acquired early in the developmental process and are clearly present in elementary and secondary level students; (2) stereotyped information is transmitted by parents to elementary students, and by peers to secondary students; (3) males are more stereotyped than females; (4) there were no differences in mathematics achievement; and (5) degree of stereotyping was predictive for females and not for males. (MK)

ED 188 938 SE 031 462

Biomedical Mathematics, Unit II: Propagation of Error, Vectors and Linear Programming. Student Text. Revised Version, 1975.
Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-285p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Allied Health Occupations Education, Career Education, *Instructional Materials, *Integrated Curriculum, Linear Programing, *Mathematics Curriculum, Science Course Improvement Projects, Science Education, *Secondary Education
Identifiers-*Biomedical Interdisciplinary Curriculum Project

This student text presents instructional materials for a unit of mathematics within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on biomedical applications in the mathematics areas of propagation of error, vectors, and linear programing. Reading materials, graphs, illustrations, and problems accompany each lesson. (CS)

ED 188 480 FL 011 480

Modern Standard Arabic: Aural Comprehension Course. Volume XIII: Lessons 97-104.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-281p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.80; cassettes $2.40)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adult Education, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Numbers, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Sentences, Speech Instruction, Uncommonly Taught Languages, Verbs, Vocabulary Skills

Identifiers-Conditionals, Conjunctions

The thirteenth of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. Each lesson deals with grammatical patterns and vocabulary through explanations, vocabulary lists, dialogues, audiolingual drills, and question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals mainly with imperative forms of some verbs, cardinal and ordinal numbers, certain conjunctions, and the conditional sentence. (AMH)

ED 188 632 IR 008 501

Bantly, Harold A., Comp. Freedman, Janet L., Comp.

Information Searching. A Handbook for Designing and Creating Instructional Programs.

Massachusetts Board of Library Commissioners, Boston.

Pub Date-79

Note-149p.; Due to use of colored paper, this document may not reproduce.

Available from-Harold A. Bantly, Salem State College, Salem, MA 01970 ($6.50 per copy).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, High School Students, Librarians, *Library Instruction, *Library Skills, Media Specialists, Needs Assessment, *Program Design, *Program Development, Search Strategies, *Teaching Methods

Written for practicing librarians and media specialists who want to design and develop successful programs to teach high school and college students how to locate and use print, media, human, and community information resources, this guide outlines the whys and hows of needs assessment, gives guidelines for establishing program goals and objectives, offers sample instructional materials and course outlines, and suggests methods for evaluating programs. Instructional approaches described include pathfinder-type guides, slide-tape programs, and subject-related units, media as a research tool, and a whole course syllabus. A list of resources for library instruction is also provided. (Author/FM)

ED 188 652 JC 800 180

Daly, Robert Bateman, Harold

Marketing in a Community College. Report 80-01.

Santa Ana Coll., Calif.

Pub Date-Nov 79
Note-14p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Advertising, *Community Colleges, Information Dissemination, Program Development, Public Opinion, School Community Relationship, *School Holding Power, *Student Recruitment, Two Year Colleges

Marketing in the community college serves to expand recruitment efforts in order to reach all members of the community, as a way to distribute information about the college, and as a means to discover new markets of students. The primary purpose of marketing is to increase the community's awareness of the college through better and more complete information, with the dual intent of attracting new students and satisfying existing ones. A successful marketing plan consists of six steps: (1) develop a supportive attitude towards marketing among college personnel utilizing a marketing coordinator and a marketing workshop; (2) conduct an audit of current marketing functions to determine the status of the college's markets, the feelings of students and community members toward the college, the college's competitors, social-environmental factors, the objectives and organization of the marketing efforts, the effectiveness and distribution of the college's programs, and the use of advertising; (3) conduct an assessment of the community's educational needs; (4) use the resultant information for market segmentation and to develop an image for the college; (5) develop strategies to increase enrollment based on the college's objectives and chosen image and on the market to be reached; and (6) evaluate marketing efforts. This descriptive report is appended by an outline of the marketing audit. (AYC)

ED 188 808 RC 012 075

Nelson, Kerry D. And Others

Utah Small Schools Improvement Project: Strengthening Rural Education Through Cooperative Action. Post Conference Report.

Utah State Board of Education, Salt Lake City.

Pub Date-Aug 79
Note-18p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Cooperation, Ancillary School Services, Boards of Education, College School Cooperation, Community Involvement, Community Resources, Curriculum Development, *Educational Improvement, Educational Planning, Elementary Secondary Education, Inservice Teacher Education, *Objectives, Preservice Teacher Education, Rural Population, *Rural Schools, *School Administration, School Community Relationship, *Small Schools
Identifiers-*Utah State Small Schools Conference

Resolutions resulting from the first statewide small school conference in Utah reflect the most pressing needs and concerns faced by Utah educators and lay citizens. They deal with small school certification, inherent strengths and weaknesses, preservice training, funding, research on innovations, and technical aid on community involvement in small schools. Four goals are detailed with several examples of the means by which each goal may be reached, including specifics on how, who and when. One goal is to provide all students with the curriculum programs, equipment, materials, and facilities necessary for the varied experiences that will enable students to enjoy an equal opportunity for a quality education. One method listed to help achieve this goal is to provide flexibility in accreditation standards for small schools (how). This goal would be met by the State Education Agency (SEA) staff (who) would conduct a review of standards with district staff and principals during the 1979-1981 year (when). The other goals propose to: maximize use of school and community resources; develop greater community involvement; and develop strong preservice and inservice education programs. Concluding the report are over 150 suggestions for and from the SEA, superintendents, citizens, parent groups, teachers, school board members, service center directors, principals, colleges, universities and vocational schools. (AN)

ED 188 843 RC 012 118

Reed, Helen M. Kuipers, Judith L.
Rural Family Functioning.
Tennessee Univ., Knoxville. Agricultural Experiment Station.
Report No.-Bull-562
Pub Date-Oct 76
Note-51p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Communications, Community Resources, Consumer Economics, Decision Making, *Economic Status, *Family (Sociological Unit), *Family Characteristics, Family Environment, Family Relationship, Mass Media, Psychological Characteristics, *Rural Family, Sex Role, *Social Change, *Spouses
Identifiers-*Tennessee (East)

In a 1972 interview survey of 250 rural families in 2 East Tennessee counties, patterns of family functioning were shown to be directly related to economic level, husband's age, and husband's educational level. Within the sample population consisting of family households of 2 or more members, the mean age of husbands was 49, and of wives, 46. The most commonly completed educational level was grade 8.9 for husbands and 9.2 for wives. Ninety percent of the families had kin in the same community whom they saw often. Reunions were common. Help among kin was, however, not particularly evident and families availed themselves of community services. In these largely Protestant households, most husbands were skilled or semiskilled workers, although 25% were unemployed, retired, or disabled. Forty five percent of the families had 1 wage earner, usually the husband; 20% had none. In 20% of the families the wives worked as well. Income for 50% was under $6000/year and only 18% had annual incomes card use occurred. Especially in the more affluent families, decisions were made jointly. Tasks were usually accomplished independently and divided along traditional male-female lines. Family self esteem was fairly high. (SB)

Drakenberg, Margareth

Continuity in Change in the Mental Performance Process.

Pub Date-79
Note-21p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (5th, Lund, Sweden, 1979).
Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Arithmetic, Behavior Change, *Cognitive Development, Cognitive Processes, *Educational Research, Elementary Education, *Elementary School Mathematics, Formative Evaluation, *Longitudinal Studies, Mathematics Education, Sex Differences, *Skill Development

During the last decades, a shift from studying the product to studies of the processes has become more and more obvious. The major aim of this study was to investigate the mental performance process and to examine the changes the variables describing this process undergo with time. In this investigation, a mental arithmetic test was used. The test was given to the same 50 girls and 74 boys each year from grades three through six. The following variables were examined: (1) the level and the fluctuation of the performance process; (2) the percentage of correct answers; and (3) the slope of the regression line. The level of the performance process is found to develop as an S-shaped curve. It is also found that the often reported greater fluctuation for boys than girls in the performance process is solely due to the neglect of taking the main trend of the curve-of-work into account. The results further indicate that girls are more persistent than boys, in agreement with other studies. No significant sex differences are reported. (Author/MK)

ED 188 912 SE 031 334

Hofstein, Avi Lunetta, Vincent N.

The Role of the Laboratory in Science Teaching: Research Implications.

Pub Date-Apr 80

Note-40p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Evaluation, *Educational Research, *Evaluation Needs, *Laboratories, Learning Theories, Research Problems, Science Education, *Science Instruction, Student Evaluation, *Teaching Methods

The research related to laboratory work in science instruction is reviewed in this position paper. The history of the laboratory is outlined from its roots in the nineteenth century, and the goals of the laboratory are enumerated from a review of the literature. Research findings are critically analyzed regarding the effectiveness of laboratory instruction and suggestions are made for overcoming the limitations observed in the studies to date. Specific areas identified as having high potential relevance for research on teaching and learning in the laboratory are reviewed, and suggestions are synthesized for the clarification of the role of the laboratory in science education. (GS)

ED 188 998

SO 012 693

Dobbs, Sherry

The African Folktale. An Instructional Unit for Seventh Grade English.

Illinois Univ., Urbana. African Studies Program.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 77
Note-56p.; For related documents, see SO 012 684-703.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*African Culture, *African Literature, *Cultural Awareness, Educational Objectives, English Curriculum, *Folk Culture, Grade 7, Learning Activities, Lesson Plans, Secondary Education, *Story Telling, Teacher Developed Materials, Teaching Guides, Tribes, Units of Study
Identifiers-*Africa

The document presents a 3-week seventh grade English unit on the African folktale. The guide is one of a number of products developed by a summer workshop for teachers on African curriculum development. The objectives are to help students develop respect for African cultures and lifestyles, compare values of African and American ethnic populations, understand social change and its consequences, and develop continuing interest in African cultures. An overview of the unit lists seven important concept areas and five skills to be taught in the unit. Ten lessons focus on topics such as the African environment, clothing, shelter, family life, religious beliefs, values, music, and other diverse cultural characteristics. All are taught through listening to and discussing various types of African folktales. Each lesson states objectives, teaching procedures, important discussion points for the teacher, needed materials, and reading resources. Lectures are included when relevant. Activities include reading, comparing, writing folktales, classifying, and dramatizing. Appendices offer some folktales, an annotated bibliography of sources for the tales used in the unit, a bibliography of children's literature, and a list of 21 optional projects. (CK)

ED 188 439 FL 010 800

Setzler, Hubert H., Jr. And Others

058 Radio Specialist Special Forces (Russian). Method for Determining Language Objectives and Criteria, Volume XII.

Development and Evaluation Associates, Inc., Syracuse, N.Y.
Spons Agency-Defense Language Inst., Monterey, Calif.
Report No.-A005-WU-35114
Pub Date-25 May 79
Contract-DAAG39-77-C-0197
Note-125p.; For related documents, see FL 010 789-802.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Montery, CA 93940
Language-English; Russian
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Communicative Competence (Languages), Educational Objectives, Higher Education, Instructional Systems, Languages for Special Purposes, Language Usage, Military Personnel, Occupational Information, *Radio, *Russian, *Second Language Instruction, *Skill Analysis, Systems Analysis, Systems Development, *Training Objectives
Identifiers-*Defense Language Institute CA, Language Skilled People

The position of radio specialist for special forces as performed in Russian is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Russian language requirements for radio specialist. The job tasks of this position use two communicative activities, briefing and teaching. These two communicative activities form the basic organizational scheme for the EOs. When the TSOs are mapped on the EOs either briefs'' or teaches'' provide organized and developed communicative strategies leading to mastery of the specific TSOs. The

ED 188 504 HE 012 246

Hengesbach, Theodore W.

Putting Adult Educational Theory into Practice: Developing a Comparative Religion Course for Adult Learners.

Pub Date-16 Jan 80
Note-31p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Students, Bachelors Degrees, Comparative Analysis, *Course Descriptions, Curriculum Development, Extension Education, External Degree Programs, Higher Education, *Instructional Materials, *Nurses, Part Time Students, *Religion, *Undergraduate Students
Identifiers-College of Saint Francis IL

Information and course materials for a comparative religion course offered to registered nurses as part of an off-campus bachelor's degree completion program are presented. Some presumptions about the students that affected design of the course are considered. The course provided students the opportunity to study the broad field of comparative religion and a special interest area. Ten worksheets were developed to correspond to a 10-part filmstrip series. The text for the course, the corresponding written assignments, the design of special interest area study, and course evaluation are discussed. Appended materials include: a course syllabus, study questions for the text, worksheets, and guidelines for developing learning contracts. (SW)

ED 188 543 HE 012 834

Alternative Plans for an Interim Tenure Policy, UDC, Fall 1978.

District of Columbia Univ., Washington, D.C. Office of Institutional Research.

Pub Date-Jul 78

Note-58p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Policy, *Black Colleges, *College Faculty, Comparative Analysis, Employment Practices, Higher Education, Institutional Research, *Personnel Policy, Policy Formation, *Probationary Period, Research Projects, State Colleges, Teacher Characteristics, *Tenure

Identifiers-*University of the District of Columbia

A study was conducted to provide information on which to base alternative plans for an interim tenure policy for the University of the District of Columbia for the academic year 1978-79. Data were collected on 661 full-time, permanent faculty employed by the university. The data included sex, age, faculty rank, highest degree completed, annual salary and benefits, and tenure status. In addition, resolutions that had governed the tenure of faculty at the predecessor institutions (Federal City College, District of Columbia Teachers College, and Washington Technical Institute) were examined. Three alternative plans were proposed. Main elements of each plan were: (1) a three-year probation period, mandatory retirement at age 65, and voluntary retirement at age 60; (2) a three-year probationary period; and (3) an extended probationary period of from three to six years. The third plan was recommended. Statistical data and a bibliography are included. (Author/SW)

VanGrasstek, Jean Rubens, Donna

My Library Is a Computer Treminal!

Pub Date-79
Note-20p.; Paper presented at the International Online Information Meeting (3rd, London, England, December 4-6, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biological Sciences, Data Bases, *Information Retrieval, *Information Services, *Online Systems, *Special Libraries, Tables (Data)
Identifiers-OCLC

This report describes the composition and operation of the library of the Gray Freshwater Biological Institute at the University of Minnesota, a non-traditional information service which provides information to the institute by combining the use of three bibliographic databases with current awareness services, OCLC, MINITEX, and author reprint request cards. The relationship of each of these sources to the library is discussed separately. Figures illustrate library retrieval procedures, and tables provide data on expenditures, request publication dates, number of requests, lending libraries, number of journals by lender, number of requests by lender, database costs, online versus printed index costs, request sources, OCLC costs, and the request fill rate. (FM)

ED 188 691 JC 800 367

Ayers, Claude V.

The Effects of Voiding the Tenure Policy at Surry Community College.

Pub Date-25 Jun 79

Note-29p.; Ed. D. Practicum, Nova University

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Faculty, *Community Colleges, Influences, Literature Reviews, *Personnel Policy, Questionnaires, School Surveys, State Legislation, *Teacher Attitudes, *Tenure, Two Year Colleges

Identifiers-Surry Community College NC

In order to determine the possible effects of a North Carolina Senate Bill that would deny local boards of trustees the power to grant tenure, a survey was conducted at Surry Community College to assess faculty opinions of the positive and negative aspects of tenure. A literature review and interviews with two faculty members identified commonly held views of tenure policies. The results were used to prepare 20 statements about tenure, which comprised the questionnaire. Twenty faculty members were asked to indicate the degree of their agreement or disagreement with the statements. The responses of 19 instructors revealed that the faculty did not believe that the following were related to tenure: economic and social problems resulting from the failure to educate all segments of society, an unproductive faculty, incompetent faculty being protected, the increasing cost of education, or improved job performance. The respondents did believe that tenure was needed to provide security, help in the recruitment and retention of a good professional faculty, increase academic freedom, increase educational accountability, and as an important aspect of employment. The respondents agreed that if the tenure policy were voided, an employment/dismissal policy should be prepared incorporating the positive features of the tenure policy. The literature review and questionnaire are included. (AYC)

ED 188 768 PS 011 536

Finkelstein, Judith M. Ritter, Virginia F.
Does Anyone Have Any Questions?
Pub Date-May 80
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Action Research, Age Differences, *Children, *Cognitive Processes, Early Childhood Education, *Elementary School Students, Family Environment, *Questioning Techniques, *Teacher Response, Teacher Role, *Verbal Communication, Verbal Development
Identifiers-*Questions

The purpose of this study was to determine if answering a child's question with a question produces further analytical questioning by the child. A sample of 80 children in nursery-kindergarten, first, second and third grades (ages ranging from 4-9 years) were divided into two groups. An abstract painting by Kandinsky was shown individually to each child. Children were told, Look at this picture and tell me what you wonder about it.'' Group A children's responses were followed by questions from the interviewer. Children in Group B were not given questioning replies, but were responded to with positive statements. All subjects were the interviewer's past or present students. Findings indicate that, in comparison to positive replies, a teacher's questioning reply to a child's question does not produce increases in children's questioning behavior. Apparently, age is a factor, not only in children's ability to ask questions, but also in their ability to understand what a question is. A relationship between the responses of the interviewer and the level of the child's questions was found. When the interviewer replied to the child's question with a question, the child responded with a higher level question. Subjects who had younger siblings and whose mothers had been home during the subjects' first two years asked more questions than did other children. Black children tended to make more responses than did others. (Author/RH)

ED 188 826 RC 012 095

Zemlo, John S. Belcher, Marcia J.
Leadership Competency Assessment for Rural Community Education Leaders.
Florida Univ., Gainesville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 78
Contract-G007701923
Note-177p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Educators, Community Development, *Community Education, Community Leaders, *Competence, Curriculum Development, *Leadership Qualities, Leadership Training, *Rural Education, Rural Population, *Skill Analysis, Task Analysis, Training Methods
Identifiers-Rural Community Education, *United States (South)

Major goals of this project were to determine the process leadership competencies needed by rural community education leaders; to assess the training opportunities available to community education leaders in the southern U.S.; and to develop a model curriculum for acquisition of identified process leadership skills. Current and relevant findings from the literature review dealt with training, tasks, and/or competencies of community education leaders. The rural leadership skill competencies and appropriate actions or behaviors were identified; training endeavors in the southeast U.S. were assessed; and a curriculum of teaching/learning strategies appropriate for preparing community education leaders for service in the rural South was developed. Seven tables on competency rankings were generated. The ability to communicate effectively'' and the ability to gain acceptance in a rural community'' were ranked first and second in a review of the final list of 24 competencies needed. Curriculum development efforts resulted in the creation of five teaching/learning categories. Each of the identified leadership competencies was assigned to an appropriate category. The five teaching/learning categories were: (1) group organization, leadership, and maintenance; (2) administering community education activities; (3) problem solving; (4) communicating; and (5) needs assessment and evaluation. Operational training objective, teaching/learning strategies, and performance outcomes were generated for the competencies in each major category. (AN)

Biomedical Mathematics, Unit II: Propagation of Error, Vectors and Linear Programming. Instructor's Manual. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-118p.; For related documents, see SE 031 461-471, ED 174 409-430, and ED 174 446-452. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Allied Health Occupations Education, Career Education, *Integrated Curriculum, Linear Programing, *Mathematics Curriculum, Science Course Improvement Projects, Science Education, *Secondary Education, *Teaching Guides
Identifiers-*Biomedical Interdisciplinary Curriculum Project

This instructor's manual presents lesson plans for a unit of mathematics within the Biomedical Interdisciplinary Curriculum Project (BICP), a two-year interdisciplinary precollege curriculum aimed at preparing high school students for entry into college and vocational programs leading to a career in the health field. Lessons concentrate on biomedical applications in the mathematics areas of propagation of error, vectors and linear programing. Designed to accompany the student text, lesson plans include objectives, recommended teaching time, and remarks. Keys to problem sets are also included. (CS)

ED 188 980 SO 012 673

Kirby, Douglas And Others
An Analysis of U.S. Sex Education Programs and Evaluation Methods.
MATHTECH, Inc., Bethesda, Md.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Report No.-CDC-2021-79-DK-FR
Pub Date-Jul 79
Contract-200-78-0804
Note-22p.; For related documents, see SO 012 674-677.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Innovation, *Educational Practices, Elementary Secondary Education, National Surveys, *Nonschool Educational Programs, Program Evaluation, *Public Schools, *Sex Education

The document summarizes the five-volume final report of a project which investigated sex education programs and evaluation methods in the United States. The project reviewed literature on both school and nonschool programs and identified important features and outcomes. The five volumes include: I, an overview of sex education in the United States; II, methods for evaluating programs; III, student, teacher, and principal questionnaires (presently being rewritten); IV, a bibliography of approximately 2,000 references to articles, books, and reports on sex education; and V, an annotated bibliography of exemplary curriculum materials. The major portion of this summary describes Volumes I and II. Topics include reasons for studying sex education, characteristics of school programs, program innovations or variations, prevalence and effect of school sex education programs, features and outcomes of programs, public support for sex education in the schools, nonschool sex education programs, state guidelines, and methods for evaluating programs. Conclusions of the study are that although many schools and organizations have developed sex education programs, there is little communication among them; sex education programs are very heterogenous; comprehensive programs must include far more than discussions of reproduction; and most Americans support sex education in the schools. (Author/KC)

ED 188 458 FL 011 352

Haskell, John F., Ed.

TESOL Newsletter: Articles from Volume XII (Numbers 1-5) 1978.

Teachers of English to Speakers of Other Languages.

Pub Date- 78

Note-61p.; Not available in paper copy because of extensive faint print.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Classroom Techniques, *English (Second Language), *Instructional Materials, *Second Language Instruction, Second Language Learning, Teaching Methods

This volume of the TESOL Newsletter'' includes the following topics/materials: preparing and presenting a professional paper; a list of journals, newsletters, and other publications for teachers of English as a second language (ESL); content area instruction in elementary level ESL; helping the ESL student move to English-speaking classes in different subject areas; suggested changes for the order of presenting materials in ESL textbooks; an overview of English language teaching methodology and ideas about an eclectic approach; problems in the teaching of reading and some solutions to reading problems; the role of feedback; using translation with adult ESL students; adult language learning variables that affect efficient instruction; an overseas view of scientific English''; Vietnamese children in American schools; the four phases of bilingual education in the United States; teaching standard English to dialect speakers; suggestopedia; situational reinforcement; the utility of oral reading in teaching ESL; pragmatics; syllabuses (structural, situational, and notional); A guided writing technique for advanced ESL learners; using problem solving in the advanced ESL conversation class; classroom application of Stevick principles; vocabulary and the use of context in sci-tech English; and a new international language developed by a Wales university group. (SW)

ED 188 523 HE 012 797

Levy, Daniel

Higher Education Policy in Authoritarian Regimes: Comparative Perspectives on the Chilean Case.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.-YHERG-45

Pub Date-May 80

Note-64p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale Univ., 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Research (143) - Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, Administration, Admission Criteria, *Authoritarianism, Case Studies, Comparative Education, *Educational Policy, Financial Policy, Governance, *Government School Relationship *Higher Education, *Institutional Autonomy, Personnel Selection, *Political Influences

Identifiers-Argentina, Brazil, *Chile

A Chilean case study of higher education under an authoritarian regime is presented. The study restricts itself to the most prevalent sub-type of the authoritarian regime which is bureaucratic-authoritarianism'' (BA). The BA designation refers to regimes which exert considerable repressive control over societies that have undergone substantial industrialization, growth of bureaucratic structures and roles, and mobilization of popular sectors. Characteristics of the BA regime are: political exclusion of popular sectors; coersion and corporatist encapsulation of popular sectors; extension of state powers, but also privatization of state institutions; economic exclusion or policies that favor certain privileged sectors; reduction of social welfare in order to attract foreign capital; technocratic perspectives rather than

ED 188 564 HE 012 926

The Academic Common Market 1980.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-May 80
Note-121p.
Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313 ($2.50)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bachelors Degrees, *Consortia, Doctoral Degrees, Graduate Study, *Higher Education, *Intercollegiate Cooperation, Majors (Students), Masters Degrees, Professional Education, Program Descriptions, *Regional Cooperation, *Regional Programs, *Student Exchange Programs, Undergraduate Study
Identifiers-Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, United States (South), Virginia, West Virginia

The Academic Common Market is an interstate agreement among southern states for sharing common programs at both the bachelor's and graduate levels. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states for in-state tuition. A list of coordinators and their addresses for the 13 states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, Virginia, and West Virginia) is provided. For each state, the programs for which the state has made arrangements are listed by subject, degree, institution, and with a cross-reference to a program description. The programs are also centrally indexed. In addition, for each state a list is given of the institutions offering programs in the Academic Common Market, the programs offered, and the states with which the agreement is held. (MSE)

ED 188 587 IR 008 440

McGill, Michael

An Evaluation of Factors Affecting Document Ranking by Information Retrieval Systems.

Syracuse Univ., N.Y. School of Information Studies.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Oct 79
Grant-NSF-IST-78-10454
Note-144p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Algorithms, *Comparative Analysis, Data Bases, Data Processing, Information Needs, *Information Retrieval, Search Strategies, *User Satisfaction (Information)
Identifiers-*Boolean Algebra, *Document Ranking

This study of ranking algorithms used in a Boolean environment is based on an evaluation of factors affecting document ranking by information retrieval systems. The algorithms were decomposed into term weighting schemes and similarity measures, representatively selected from those known to exist in information retrieval environments, before being tested on documents submitted by specific clearinghouses to the CIJE database. Searches were conducted using information need statements from individuals with interests congruent to the database, and documents retrieved by professional searchers were judged for relevance by those submitting the need statements. This input was analyzed according to the ability of the algorithms to move relevant documents toward the

ED 188 728 JC 800 442

Belock, Shirley

Comparison of the Grade Point Averages of Registered Nurses from Diploma Programs with Registered Nurses from Associate Degree Programs.

Pub Date-5 Feb 80
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associate Degrees, Bachelors Degrees, *College Transfer Students, Comparative Analysis, *Educational Background, *Grade Point Average, *Nursing Education, Postsecondary Education, *Teaching Hospitals, Transfer Policy

The transcripts of the 40 students who graduated from Castleton State College (CSC) with a Bachelor of Science in Nursing in 1977, 1978, or 1979 were examined to determine whether registered nurses who graduated from associate degree programs earned higher grade point averages (GPA's) than registered nurses who graduated from hospital-based diploma programs. In determining students' cumulative GPA, grades earned by students while completing associate degree requirements at CSC were eliminated, as were grades earned by students majoring in another area before transferring to the nursing program. Data analysis revealed no significant differences between the GPA's of the 17 students who had begun their upper division work with an associate degree and those of the 23 students who had entered CSC from a hospital-based diploma program. Based upon these findings, it was recommended that CSC continue to admit students from hospital-based programs and to award them lower division credit for their prior learning. The study report reviews literature focusing on the differences between nurses with bachelor's degrees and those without and provides a bibliography. (JP)

ED 188 790 PS 011 600

Gardner, Judith Karmel, Bernard Z.

Preterm Infants' Visual Preferences for Different Temporal Frequencies.

Pub Date-Apr 80
Note-18p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attention, Black Youth, Hispanic Americans, *Influences, *Patterned Responses, *Premature Infants, *Time, Visual Perception, *Visual Stimuli
Identifiers-*Stimulus Frequency, *Swaddling

Preferential looking behavior to stimuli varying in temporal frequency was examined in 11 prematurely born, Black and Hispanic infants when they were between 37 and 39 weeks of postconceptional age. Infants were tested one hour after they had fed on two successive days. Infants were unswaddled during testing on the first day, and swaddled during testing on the second day. The effects of both stimulus frequency and swaddling were significant. The relationship between amount of looking and frequency yielded a significant linear trend with the fastest frequency (4Hz) being most preferred. The psychophysical function best describing the data was derived and results were discussed with respect to the possible cortical mechanisms controlling the development of looking at temporally, as opposed to spatially, varying stimuli. (Author/SS)

ED 188 961 SO 012 651

DeVries, Raymond G.

Birth and Death: The Social Construction of Cosmic Status Passage.

Pub Date-Jun 79

Note-39p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979). Not available from EDRS in paper copy due to poor reproducibility of original document.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Birth, *Death, Family Role, Medical Services, Pregnancy, Research Needs, *Social Attitudes, Social Change, Social Science Research, *Social Structure, *Social Values

A comparison of the social structuring of birth and death in modern American society is proposed as a new area of study: cosmic status passage. The author compares the two events as cosmic, universal transformations. The similarities of the experiences are explored in six categories. First, the role of the birthing or dying individual is structured according to the degree to which the event is desired, controlled by the individual, scheduled, voluntary, a defining feature of the individual, visible to others, and a singular or group experience. The second category concerns the role of the modern family which is characterized by smaller size and more antonomy than families of earlier times. The result is that birth and death have a greater social-psychological significance and that moments directly following each event are regarded as a time of isolation for the immediate family. Similarities in the third category, control of information, include the appropriateness of birth and death experiences for ``polite'' conversation, legal arrangements such as birth and death certificates, and the dissemination of news about either event. Fourth, the role of medicine in both experiences affects the individual's capacity to define and control the situation and redefines the limits of acceptable risk and the nature of a normal birth or death. Fifth, collective concern about the status of these cosmic experiences leads to social movement in the form of hospices and alternative birth centers. Finally, the biological occasions of birth and death are often followed by culturally

ED 188 481 FL 011 481

Modern Standard Arabic: Aural Comprehension Course. Volume XIV: Lessons 105-112.

Defense Language Inst., Monterey, Calif.

Pub Date-76

Note-256p.; For related documents, see FL 011 467-487.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.15; cassettes $2.40)

Language-Arabic

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adjectives, Adult Education, Adverbs, *Arabic, *Audiolingual Methods, Dialogs (Language), Grammar, *Intensive Language Courses, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, Speech Instruction, Uncommonly Taught Languages, Vocabulary Skills

Identifiers-Conditionals

ED 188 633 IR 008 502

Hallman, Clark N.

A Library Instruction Program for Beginning Undergraduates.

Nebraska Univ., Omaha. Univ. Library.

Pub Date-Feb 80

Note-36p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, Audiovisual Aids, Higher Education, *Library Instruction, Program Descriptions, *Reference Services, *Undergraduate Students, Workbooks

Intended to aid college instructors in need of library and bibliographic instruction presentations, this report describes a program which was designed by reference librarians at the University of Nebraska at Omaha to introduce beginning undergraduate students to the use of the university library and its resources. The report presents background information, as well as information on audiovisual presentations, library tours, and the Library Orientation Workbook, which is included in its entirety. The workbook contains sections on the card catalog, Library of Congress subject headings, encyclopedias, periodical indexes, location of magazine call numbers, newspaper indexes, abstracting services, and the monthly catalog of United States government publications, followed by exercises for the student. Chapters on grading

ED 188 653 JC 800 190

de Wolf, Virginia A.

A Comparison of UW Performances of Community College Associate of Arts Degree Holders and Non-Degree Holders: A Preliminary Analysis. EAC Reports, Report Washington Univ., Seattle. Educational Assessment Center.

Pub Date-May 78

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Persistence, Associate Degrees, *College Attendance, College Credits, College Students, *College Transfer Students, Community Colleges, Comparative Analysis, *Educational Attainment, *Grade Point Average, Postsecondary Education, Two Year College Students, Universities

In 1978, a study was conducted of the community college students who,

ED 188 672 JC 800 295

Covelli, Nicholas J.

Shifts in Student Enrollments and Their Effects on the Institutional Management of Gateway Technical Institute.

Pub Date-79

Note-134p.; Ed.D. Dissertation, Nova University

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrative Policy, Ancillary School Services, *College Administration, Community Surveys, *Declining Enrollment, *Employer Attitudes, Industrial Training, Literature Reviews, Nontraditional Students, Program Improvement, Reduction in Force, *School Business Relationship, School Surveys, Student Recruitment, *Teacher Attitudes, *Technical Institutes, Two Year Colleges

Identifiers-Gateway Technical Institute WI

A study was undertaken at Gateway Technical Institute (GTI) to

ED 188 710 JC 800 407

Johnson, Glenn Ross

Curriculum Development in Junior/Community Colleges: The State-of-the-Art'' as Viewed by the Academic Affairs Officer.

Pub Date- 79
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Deans, Administrator Attitudes, *College Curriculum, *Community Colleges, *Curriculum Development, *Curriculum Evaluation, *Educational Planning, Educational Theories, Influences, National Surveys, Objectives, Student Teacher Relationship, Teaching Methods, Two Year Colleges

A nationwide survey of the academic affairs officers from a random sample of community and junior colleges was conducted to determine the strengths and weaknesses of curriculum development at the two-year college level. The survey instrument listed 33 items related to curriculum planning, content, and evaluation. Respondents were asked to

ED 188 844 RC 012 119

Davis, J. G. Casselman, A. M.

Catalogue of Programs and Personnel in Outdoor Education in Ontario. Revised.

Council of Outdoor Educators of Ontario.; Ontario Dept. of Education, Toronto.

Pub Date-Nov 79

Note-171p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adventure Education, Conservation Education, *Day Camp Programs, Elementary Secondary Education, *Environmental Education, Experiential Learning, *Outdoor Education, *Program Descriptions, *Resident Camp Programs

Identifiers-*Ontario

Written with the hope of improving communications within the outdoor/environmental education network, this catalogue lists 158 school boards or organizations and 40 camps in Ontario. It is organized by

ED 188 889 SE 031 134

Willert, Frederic

Metric Education: Lead the Way Today or Follow the Crowd Tomorrow.

Pub Date-Apr 80
Note-8p.; Paper presented at the Conference for the National Association of Elementary School Principals (Miami Beach, FL, April 20, 1980).
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decimal Fractions, Elementary Education, *Elementary School Mathematics, *Fractions, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement
Identifiers-*Exponents (Mathematics)

This presentation advocates furthering the meaningful educational use of the metric system. Included is the suggestion that a combination of metric use with exponents could replace much more cumbersome calculations with fractions in the English System. Comments from articles on fractions are included to support the point that children have difficulty with fractions. Ways in which individuals can support going metric'' are also listed. (MP)

ED 188 913 SE 031 335

Layton, James R. And Others

Transition of Science Concepts: Preschool to Beginning Reading and Forward.

Pub Date-Nov 79
Note-30p.; Paper presented at the Regional National Science Teachers Association Meeting (St. Louis, MO, November 29, 1979).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beginning Reading, *Cognitive Development, Curriculum Development, *Early Childhood Education, Elementary School Science, *Reading Readiness, Science Curriculum, *Science Education, *Writing Skills
Identifiers-*Piaget (Jean)

This paper proposes a Piagetian model for an early childhood science education program which provides opportunities for children to learn logical thinking and to prepare them for reading and writing. Discussed are suggestions for science areas of concentration, abilities to consider, substructure levels, cognitive thinking skills, and schemes. A sample unit on water, including a discussion of these areas, is provided. A step-by-step transition from this unit to reading and writing is detailed. It is concluded that, although science can

ED 188 505 HE 012 310

Graybeal, William S.

Quartiles of Faculty Salaries Paid in Higher Education, 1977-78. NEA Research Memo.

National Education Association, Washington, D.C.

Pub Date-Sep 79

Note-14p.

Available from-National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 ($1.35 members, $3.00 non-members)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty, Comparative Analysis, Higher Education, Institutional Characteristics, National Surveys, *Salary Wage Differentials, Statistical Analysis, *Teacher Salaries

Information on salaries paid to faculty in higher education in 1977-78

ED 188 611 IR 008 475

Line, Maurice B. And Others

National Interlending Systems: A Comparative Study of Existing Systems and Possible Models.

Report No.-PG1/78/WS/24
Pub Date-Oct 78
Note-314p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis, *Interlibrary Loans, International Organizations, *International Programs, Library Cooperation, *Models, *National Programs, Program Evaluation
Identifiers-Interlending Systems

This work evaluates current interlending practice and various models of interlending provision among participants in the United Nations Educational, Scientific, and Cultural Organization. It outlines the

ED 188 809 RC 012 077

Swaczy, Barbara

Getting People Together in Rural America: A Beginner's Guide to Consumer Organizing.

Northern Rockies Action Group, Helena, Mont.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date-78

Note-44p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

ED 188 864 SE 030 894

Swanson, Richard L.

Angel Island, Teacher's Guide, Part II: The Main Event, What to Do at the Park.

California State Dept. of Parks and Recreation, Sacramento.
Pub Date-Mar 80
Note-50p.; For related documents, see SE 030 895-898.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Activities, Conservation Education, Ecology, Elementary Education, Environment, *Environmental Education, *Field Trips, History, Interdisciplinary Approach, Natural Resources, *Nature Centers, *Outdoor Education, *Science Education

This guide is intended to assist teachers and students in the use of an island site for examination of environmental concepts and other

ED 188 999 SO 012 694

Wilcox, Elizabeth Anne

A Curriculum Unit on Africa for the Seventh Grade. An Instructional Unit for Seventh Grade Language Arts and Eighth Grade Remedial English.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 79

Note-26p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, African Literature, Art Education, *Cultural Awareness, Educational Objectives, English Curriculum, Grade 7, Grade 8, Interdisciplinary Approach, Junior High Schools, Learning Activities, Lesson Plans, Music Education, Secondary Education, Social Studies, Teacher Developed Materials, Teaching Guides, Tribes, Units of Study

Identifiers-*Africa, *Ghana

The document presents a unit on Africa and Ghana for seventh grade language arts and eighth grade remedial English classes. It is one of a number of interdisciplinary products developed by a summer workshop for teachers on African curriculum development. The objectives are to help rid students of stereotypes and to make them aware of the diversity of culture on the continent of Africa. An introduction states five educational objectives and six skills relating to African history and geography, literature, music, art, and food. The document presents seven lessons on topics relating to Africa and Ghana such as student perceptions, Akan names, religion, folktales, poetry, music and dance, tie dying, Ashanti gold work, games, and food crops. Each lesson states concept and skills objectives, suggests teacher implementation strategies and student activities, and notes time allotment and needed materials. Learning activities include reading, discussing, story telling, dramatizing, film and slide viewing, playing instruments, researching, playing games, and preparing food. Bibliographies list references for the teacher and for the student and audiovisual materials used in the unit (films, filmstrips, videotapes, cassette tapes, slide sets, and handouts). (CK)

distributors were chosen for inclusion. Each filmstrip was reviewed by at least two persons, one with expertise in the content area and one with expertise in curriculum and instruction. The evaluations are organized by area under study and by grade level within each area. Bibliographical data provided for each entry includes title of filmstrip, publisher, publication date, grade level, and filmstrip components. The evaluation contains a description of the filmstrip's subject matter and major themes, a critical evaluation of the strengths and weaknesses of the filmstrip, and a discussion of the Teacher's Guide. The evaluation instrument utilized is included. This publication is the second stage of the Multicultural Education Project of the UCLA Curriculum Inquiry Center which was established to further multicultural studies in the K-12 area. In the first stage of the project, center staff developed annotated bibliographies of print and nonprint learning materials dealing with the five major world areas. (Author/RM)

ED 189 019 SO 012 718

Bodenman, Paul S.
The Educational System of Switzerland. Education around the World.
Office of Education (DHEW), Washington, D.C.
Report No.-DHEW-OE-79-19137
Pub Date-80
Note-36p.; Small print throughout document may not reproduce clearly from EDRS in paper copy.
Available from-Superintendent of Documents, US Government Printing Office, Washington, DC 20402 ($2.00, stock no. 0717-080-01993-1)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Comparative Education, *Educational Administration, Educational Needs, Educational Research, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Postsecondary Education, *School Organization, Special Education, *Teacher Education, Vocational Education
Identifiers-*Switzerland

The document discusses the highly developed, diversified, and decentralized system of education in Switzerland. Because of the political, geographic, and linguistic diversity of education in Switzerland, this brief report is limited to major characteristics and patterns of education common to most Swiss cantons. Topics of the report include school structure; administration; intercantonal coordination; grading system; elementary, secondary, upper secondary, vocational, special, and teacher education; universities and other higher education institutions; adult education; and educational research. The author stresses that coordination among cantons is a serious problem. The language of instruction is German in 19 cantons, French in five, and Italian in one. In most secondary schools a second national language is compulsory. Primary education provides the first level of compulsory education and lasts from four to six years. Lower secondary education, consisting of general education, extends through grade 9. Upper secondary education includes academic, general, vocational/technical, and teacher training. Teacher education is largely the responsibility of the cantons. Universities are self-governing bodies; all holders of federally recognized Swiss maturity certificates (issued at the upper secondary level) are eligible for unrestricted admission to any university. Educational trends include standardization of terminology, programs, and examinations among cantons; closer cooperation among researchers, teachers, and administrators; more independent study for students; and improvement of inservice and preservice teacher education. (Author/KC) how specific types of research relate to the improvement of teacher performance. (CJ)

ED 189 043 SP 016 214

Revised Guidelines for Comprehensive Health Education, Grades 10-12.
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-78
Note-371p.; For related documents, see SP 016 225-226, SP 016 214, and SP 016 219.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Consumer Education, Drug Education, Ecology, Family Life, *Health Education, Nutrition, Physical Fitness, Physiology, *Secondary Education, Self Actualization, Sexuality, Values Education

These health curriculum guidelines were designed for teachers of secondary students. Four major topic areas are covered: 1) anatomy, physiology, tissues, systems, heredity, physical activity, and nutriition; 2) family structures, functions, and responsibilities; 3) values, stress, and drug abuse; and 4) the environment, disease control, cancer, heart diseases, and consumer health. The format provides the teacher with health concepts which are appropriate for students in high school. Suggested instructional objectives, teaching strategies, and classroom activities are included as well as media resources. (JD)

ED 189 070 SP 016 271

Knowles, Claudia Jane

Levels of Use of Individualized Instruction in the Physical Education Setting.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Education Service Center Region 13, Austin, Tex.

Pub Date-Feb 80

Contract-G007801892

Note-19p.; For related document see SP 016 272.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, Change Agents, Educational Change, Individualized Instruction, *Inservice Teacher Education, *Physical Education, *Program Implementation, Teacher Attitudes, *Teacher Behavior, *Teacher Response

Teacher use of individualized instruction in physical education was measured by a Level-of-Use interview developed to describe and systematically account for the way that behaviors of individuals change as they grow in their use of an innovation. This technique was developed as a tool to help trainers identify needs of teachers involved in new programs. Use of an innovation by teachers ranges from no involvement, through orientation, mechanical use, stabilization and refinement of the innovation, to creative acceptance. Testing of individualized instruction methods before and after the inservice training period provided information on how teachers change behaviorally through gradual adoption of an innovation. (JD)

ED 189 095 SP 016 402

Carnahan, Richard Stanley

The Effects of Teacher Planning on Classroom Processes. Technical Report No. 541.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 80
Grant-OB-NIE-G-80-0117
Note-646p.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*Academic Achievement, Classroom Environment, *Classroom Techniques, Educational Strategies, Elementary Education, Grade 5, *Lesson Plans, Mathematics, Motivation Techniques, Student Attitudes, *Student Motivation, *Teacher Behavior, *Teacher Effectiveness

The two-fold purpose of this study was to determine the effect of providing teachers with background information about student aptitude and motivation on the quality of teacher planning, and the effect of that planning on student achievement. Nine fifth-grade mathematics classes were observed. Three teachers were given student aptitude information and information on motivation strategies used with the students. Three other teachers were given only student aptitude information. The third group was given no information. Classroom observation assessed teacher clarity, motivation strategy, and student engagement. Results indicated that previous information did not affect the quality of teacher planning. Planning was not related to motivation strategy or student perceived teacher clarity. Student engaged time appeared to be related to teacher clarity. A detailed report on this research project is appended to this document. (JD)

ED 189 118 TM 800 282

Slavin, Robert E.

Effects of Individual Learning Expectations on Student Achievement. Report No. 288.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Grant-NIE-G-78-0210

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Educational Testing, Elementary Education, English Instruction, *Feedback, *Motivation Techniques, Positive Reinforcement, Pretests Posttests, *Recognition (Achievement), *Rewards, Student Evaluation, *Tests

Identifiers-Hoyum Sanders Junior High School English Test, *Individual Learning Expectations

An evaluation-reward system was developed in which students received points based on a comparison of their weekly quiz performance to a base score'' which was derived from a pretest, and adjusted to reflect actual weekly performance. This system was evaluated in terms of its effect on student achievement, using a group of English classes (409 sixth, seventh, and eighth grade students) studying a nine-week language mechanics unit. The students' points were reported in a weekly class newsletter. The Hoyum-Sanders Junior High School English Test was administered as the pre- and post-test. Results of analysis of covariance indicated that the experimental group achieved more on the final test than did control students, controlling for pretest scores. (Author/GDC)

similar results, but the accuracy of the results was of concern. The largest discrepancies between atual and predicted performance were observed in the score range in which most Title I students would be expected to score. An application of the conversion tables developed through the Project to real Title I and non-Title I data was reported. (Author/GSK)

ED 189 139 TM 800 309

Ree, Malcom James Jensen, Harald E.
Item Characteristic Curve Parameters: Effects of Sample Size on Linear Equating.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-79-70
Pub Date-Feb 80
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Assisted Testing, *Equated Scores, Error of Measurement, Item Analysis, Item Banks, *Latent Trait Theory, *Reliability, *Sampling, Simulation, *Test Items
Identifiers-Anchor Items Method

By means of computer simulation of test responses, the reliability of item analysis data and the accuracy of equating were examined for hypothetical samples of 250, 500, 1000, and 2000 subjects for two tests with 20 equating items plus 60 additional items on the same scale. Birnbaum's three-parameter logistic model was used for the simulation. The equating procedure used was described as the Anchor Items Method, and the equations for this method are given. The results of the simulation are presented in tables showing the following data for all four sample sizes: correlations between known and estimated item parameters for all three parameters, and sums and means of absolute differences for differences (errors) for all three parameters. Also shown are means, standard deviations, and correlations for the a and b equating parameters. (CTM) expected, both groups scored substantially below norm on each measure. Subtest correlations were smaller than usual for both groups; they ranged from .03 to .56. Both sets of results were attributed to restriction of range. Of the nine Potthoff comparisons, only one differed significantly. It was concluded that the WISC-R demonstrated predictive validity across race. (Author/CP)

ED 189 160 TM 800 331

Bender, Timothy A.

Processing Multiple Choice and Recall Test Questions.

Pub Date-Apr 80

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Context Clues, *Cues, Higher Education, *Learning Theories, Models, *Multiple Choice Tests, Recall (Psychology), Test Construction, *Test Format, *Test Items

Identifiers-*Short Answer Tests

The cognitive approach to education and instruction is discussed, with a focus upon achievement test question processing. A model of multiple-choice processing is discussed and used to develop a proposed model of recall processing. Each model is tested by the means of investigating the use of retrieval cues in processing each type of question. The reading comprehension of twenty male and female undergraduates was measured with a multiple-choice test, and that of another twenty subjects was measured with a recall test. The questions in each test were designed to test the importance of cue location and availability in achievement test question processing. The results indicated that for multiple-choice tests, the optimal strategy may be one of processing the whole item, stem and alternatives, especially if specific semantic cues appeared in the alternatives. These results support the chosen model of multiple-choice processing. The analysis of the recall responses indicated that the processing can occur successfully with general context cues only; however, performance is better with the use of general context and specific class cues. Such an interpretation was used to modify the suggested model of recall processing. (Author) and the University of Chicago. It afforded an opportunity for participants to expand their understanding of credit by examination at a critical stage in its evolution, and to consider the ends achieved and the difficulties created by the use of examinations of the Advanced Placement Program (APP) and the College Level Examination Program (CLEP) as a way towards college credit. The contents of the book represent papers that were commissioned on various aspects of credit by examination to stimulate discussion at the colloquium. The names of those engaged in the discussion are included. (Author/GSK)

ED 189 181 TM 800 363

Adams, Ronald D. And Others

A Developmental Study of Teacher Concerns Across Time.

Pub Date-Apr 80

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Beginning Teachers, *Factor Structure, Higher Education, Problems, Self Concept, Student Teachers, *Teacher Attitudes, Teacher Influence, *Teaching Experience, Teaching Methods

Identifiers-*Teacher Concerns Checklist (Parsons and Fuller)

To test Fuller's self-task-impact theory of teacher concerns, the factor structure of the Teacher Concerns Checklist was replicated with student, beginning and experienced teachers. The levels of concern across the experience categories were compared. Two factors emerged for each concern: (1) self concerns for student and pupil perceptions; (2) task concerns for instruction and discipline; and (3) impact concerns for student learning, and student well-being. The analysis of variance showed significant differences between experience groups for self concern factors: student and beginning teachers were more concerned about pupil perceptions of self and adult perceptions of self. There were no significant differences for the task or impact factors across experience groups. Teachers at all levels were more concerned about academic impact on students than any other factor. The progression of task and impact concerns identified by this study did not support Fuller's theory. (CP) achieve equal opportunity in physical education and sports programs for all students, regardless of sex. Answers are provided for some of the most commonly raised questions on this issue: (1) Do the regulations require that all physical education classes be coeducational? (2) Do the regulations require that the physical education curriculum be identical for boys and girls? (3) What constitutes an equitable athletic budget under Massachusetts' Chapter 622 and the Federal government's Title IX? (4) Where are the funds to come from to expand extracurricular sports programs? (5) Why can't top expenditures for one or two sports be justified in terms of gate receipts? (6) What point is there in developing a girls' team in a particular sport if there are no other teams for them to play? (7) In view of equal opportunity regulations, what can prevent boys from trying out for and taking over girls' teams? (8) When differences appear between the regulations of Chapter 622 and those of Title IX, which is applicable? Programs developed in several Massachusetts school districts for equalizing physical education programs are described, and a list of additional resources is provided. (Author/MK)

ED 189 201 UD 020 313

Carney, M., Ed. And Others

Inservice Training in Desegregated School Districts: Midwest Region Case Studies.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-Rand-N-1252-NIE

Pub Date-Aug 79

Contract-400-78-0068

Note-65p.; For a related document see UD 020 315. Not available in paper copy due to institution's restriction.

Available from-The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406 ($5.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrators, Case Studies, Elementary Secondary Education, *Inservice Education, *Program Effectiveness, *School Desegregation, School Districts, *Staff Development, Teachers

This booklet contains case studies of inservice staff development programs that were implemented as organizational responses to school desegregation in six midwestern school districts. The districts range in student population from 6,000 to 44,000, and were initially desegregated between 1970 and 1978. A team of interviewers visited each of the districts and interviewed administrators, inservice trainers and training program participants (teachers and administrators). Each case study presented provides a brief description of the locality and desegregation plan, an overview of the district's major inservice program, an account of the inservice training planning procedures, and a discussion of the impact and/or outcomes of the inservice programs as determined through field interviews and the impressions of the field study team. The six districts studied are not identified by name. (Author/GC)

ED 189 222 UD 020 715

A Model Procedure for Analyzing the Minority Housing Market.
Washington Center for Metropolitan Studies, Washington, D.C.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Report No.-HUD-EO-146(2)
Pub Date-75
Contract-HUD-H-2013R
Note-105p.; Some tables may be marginally legible due to small print.
Pub Type- Information Analyses (070) - Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Blacks, Housing, *Housing Needs, *Measurement Techniques, Metropolitan Areas, *Models, Population Trends, Real Estate, *Residential Patterns, *Spanish Speaking

This report presents a set of tested procedures designed to yield current estimates of housing demand potential among black and Spanish speaking minority groups in United States metropolitan housing market areas during periods between Federal censuses. To produce estimates for the black homeseeker market, the analyst first ``ages'' the black population as of the last census, estimates how many have moved in or out of the market area, and applies household ``headship rates'' to determine the number of households which will result. Next the analyst estimates the potential black homeseeker population, the extent and rapidity with which these homeseekers are likely to depart from traditional or ghetto patterns of residence, and the probable effects of current housing supply constraints. Procedures for Spanish speaking households employ the same principles but variations are required due to inadequate data. These procedures should serve to provide usable, although rough, estimates of market potential. Sources of required data are included in the report. (Author/MK)

predictors of school achievement. However, additional research is needed regarding methodological issues such as time lag, change variables, and stability of predictive models. (Author/MK)

ED 189 244 UD 020 753

Primary Health Care Needs of Immigrants.
Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-80
Note-75p.; Not available in paper copy due to reproducibility factors. Some tables may be marginally legible due to small print.
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Demography, Federal Government, *Federal Programs, *Health Needs, *Health Services, Illegal Immigrants, *Immigrants, Public Policy, Refugees

This report constitutes the response by the Department of Health, Education, and Welfare (DHEW) to 1977 and 1978 Congressional directives to assess immigrants' access to health care and the impact of immigrants on public health services and resources. Areas covered in the report are: (1) the primary health care needs of immigrants, including screening upon entry, prevalence of various health problems among immigrant populations, mental health, and socioeconomic factors related to health; (2) the accessibility of primary health care services to immigrants, particularly as related to their lack of knowledge regarding the health care system, cultural and linguistic barriers, the effects of poverty and discrimination, and financial barriers to health care; (3) the impact of undocumented aliens, refugees, and legal immigrants on public health services; and (4) current efforts by individual agencies within DHEW to provide adequate services for immigrant populations. Recommendations are made regarding the improvement of research and data collection and the delivery of services. Tables and a description of the study's methodology and data sources, as well as a bibliography on some issues related to immigrants and health are also included in this report. (GC)

ED 189 044 SP 016 216

Health, United States, 1979.
National Center for Health Statistics (DHEW/PHS), Hyattsville, Md.
Spons Agency-Public Health Service (DHEW), Arlington, Va.
Report No.-DHEW-PHS-80-1232
Pub Date-79
Note-258p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Age Groups, *Health Needs, *Health Personnel, *Health Services, *Medical Care Evaluation, Minority Groups, Nutrition, *Public Health, Public Health Legislation

This study presents statistics concerning recent trends in the health care sector and detailed discussions of selected current health issues. The first part of this report consists of four chapters, each covering a current issue. Chapter one presents recent data on the health characteristics of minority groups in the U.S. Chapter two discusses the relationship between diet, nutrition, and health in the context of the Dietary Goals of the U.S. Senate Select Committee on Nutrition and Human Needs. The third chapter reviews and analyzes the supply, training, and deployment of nonphysician health care providers in primary care. The last chapter describes a current program that is designed to improve medical technology assessment. The second half of this report is a statistical section organized around four themes: 1) health status and determinants, 2) utilization of health resources, 3) health care resources, and 4) health care expenditures. Strong interrelationships exist between different aspects of the health care system, and some of these interrelationships are examined in this report. (CJ)

ED 189 071 SP 016 272

Knowles, Claudia Jane

Concerns of Teachers About Implementing Individualized Instruction in the Physical Education Setting.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 80

Contract-G007801892

Note-30p.; For related document see SP 016 271.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Agents, Educational Change, *Educational Innovation, Inservice Teacher Education, *Mainstreaming, *Physical Education,

*Program Implementation, Self Esteem, Self Evaluation (Individuals), *Teacher Attitudes, Teacher Morale, *Teacher Response

Teacher attitudes toward adopting individualized physical education programs for handicapped children were measured by the Stages-of-Concern questionnaire. This questionnaire was developed as a diagnostic tool for identifying personal reactions to an innovation. These reactions range from mere awareness of the innovation, through personal concerns about its impact and ramifications, to acceptance and experienced use. In this study teachers were tested before and after a seven week training period on physical education for the handicapped. The results indicated that implementing innovative programs can be facilitated by trainers focusing on individual teachers' needs and concerns. (JD)

ED 189 096 SP 016 411

Sanacore, Joseph

Initiating the Teacher Center with a Reading Emphasis.

Note-14p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Professional Development, *Program Development, Reading Centers, *Reading Instruction, *Teacher Centers, *Teacher Improvement

A teacher center emphasizing reading-oriented experiences would have a substantial effect on how educators teach reading. The need for such a center is reflected in the widely held belief that competent teaching of reading provides students with opportunities for success in most curricular areas. Planning an effective teaching center with a reading emphasis should take into consideration: 1) appropriateness of facilities, 2) selection of qualified staff, 3) creation of a professional reading library, 4) meeting of self-defined teaicher needs, and 5) creation of workshops, seminars and other professional activities. (CJ)

Boker, John R. Games, Paul A.

Effects of Motivational and Situational Variables on Achievement Performance.

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Need, Aspiration, *Difficulty Level, *Expectation, Failure, Goal Orientation, Higher Education, *Problem Solving, Puzzles, Self Evaluation (Individuals), Sex Differences, *Success, *Transfer of Training
Identifiers-Achievement Scales (Mehrabian), *Anagrams

Problem-solving performance and goal-setting behavior were investigated in 156 undergraduates who, on Mehrabian's Achievement Scales, demonstrated either the motive to approach success or the motive to avoid failure. Different expectations of success or failure were induced by fictitious preperformance information. The degree of success or failure actually experienced on the experimental tasks was manipulated by providing anagrams (word games) which varied in objective difficulty (very easy, average difficulty, insoluble). Results showed that only the degree of experienced success or failure significantly influenced problem-solving performance and subjective correlates of satistaction and ability ratings. Also, individual differences in achievement motives were found to be consistently associated with predicted patterns of goal-setting behavior and task difficulty preferences. Results were discussed in terms of the transfer effects of prior success or failure experiences. (Author/CP)

ED 189 140 TM 800 310

Potter, David A.
Job Analysis of Teaching. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Grant-NIE-G-77-0013
Note-187p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Court Litigation, Educational Administration, Educational Objectives, Educational Research, Educational Testing, Elementary Secondary Education, Equal Protection, Extracurricular Activities, Factor Analysis, Factor Structure, Instruction, Instructional Program Divisions, *Job Analysis, Noninstructional Responsibility, Oblique Rotation, *Occupational Information, *Questionnaires, School Counseling, Teacher Evaluation, Teacher Role, Teacher Selection, *Teaching (Occupation)

Because courts have required that selection tests be job-related, this study was undertaken to provide a practical means of performing a job analysis of teaching. Several court decisions are discussed, including Griggs v. Duke Power Company and Chance v. Board of Examiners, with respect to both Fourteenth Amendment and statutory issues. In the first phase of the job analysis, a questionnaire instrument was developed, based on the work of 48 teachers in 6 committees representing 2 school districts and 3 school levels: elementary, middle, and secondary. These committees developed lists of 14 teaching functions and 298 tasks. From this data, a 294-item questionnaire was developed, administered to 831 teachers in 19 districts in New York State, and the results were factor analyzed. Nine reliable oblique, but distinct, factors were found: busy work; administration (school); testing and evaluation; breadth of instructional goals; counseling; administration (classroom); teaching: enrichment; and extra-curricular activities. Differences in the importance of the nine factors were found to be related primarily to grade level taught. School district and years of teaching experience were also situational determinants. (The job analysis questionnaire is appended). (CTM)

ED 189 223 UD 020 716

Women & Housing: A Report on Sex Discrimination in Five American Cities.

National Council of Negro Women, New York, N.Y.
Spons Agency-Office of the Assistant Secretary for Fair Housing and Equal Opportunity (HUD), Washington, D.C.
Report No.-HUD-EO-126
Pub Date-Jun 75
Note-211p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 023-000-00316-3, $3.40).
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Credit (Finance), *Females, *Housing, *Housing Discrimination, *Housing Opportunities, Sex Bias, *Sex Discrimination

Public hearings and workshops were held in five metropolitan areas to gather data about the problems women in American cities face when they try to acquire and maintain a place to live. The chief findings were: (1) women have faced and continue to face discrimination in marketing, lending, and shelter-related services; (2) discrimination against women has historically been overt but is becoming increasingly subtle; (3) women are not aware of the nature or extent of sex discrimination; (4) myths and stereotypes are the underpinnings of prejudicial attitudes toward women; (5) statistics pertinent to women's access to shelter or housing-related services are not available; (6) women outside male-headed households represent a sharply growing demographic trend; (7) discrimination on account of sex is frequently compounded with discrimination on account of some other characteristic; (8) lending institutions have discounted women's incomes when making decisions on applications for mortgage credit; (9) sex discrimination based in the law further reinforces sex discrimination in housing; and (10) women are virtually excluded from policy making jobs in the nation's shelter system. Recommendations which encourage solutions to these problems include public education efforts, government compliance efforts, data collection, affirmative government housing programs, local women's coalitions, and expansion of opportunities for women to participate in housing policy-making decisions. (Author/MK)

MacDonald, Maurice
Collecting Child Support for AFDC Mothers: An Empirical Analysis.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-IRP-DP-564-79
Pub Date-Sep 79
Note-34p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Family Income, *Fatherless Family, *Financial Support, *Mothers, *Parent Responsibility, *Public Policy, *Welfare Recipients, Welfare Services
Identifiers-*Aid to Families with Dependent Children

Previous research demonstrates that most female heads of families get neither adequate nor regular child support payments. This study provides a quantitative assessment of the nature of the Aid to Families with Dependent Children (AFDC) child support problem, and analyzes the effects of various government policies on success in collecting support for AFDC mothers. Data utilized are the 1975 AFDC Survey Case records. These data show that over two thirds of AFDC mothers were deserted or have an out of wedlock child, two events associated with the most severe obstacles to child support collection. Though collection services have been expanded, and though services were effective for those reached, less than half of the 1975 caseload received this help. The effectiveness of collection services probably results from their emphasis on voluntary support, rather than relatively ineffective court orders. One reform that might complement increased use of voluntary agreements would be the redesign of State AFDC benefit formulas to encourage collection of support. Though most States currently reduce payments one dollar for every dollar of child support income, tentative evidence is that States with large set-asides for child support income may be encouraging mothers to collect support. (Author/GC)

ED 189 000 SO 012 695

Baker, Patricia

African Art: Adinkra Cloth. An Instructional Unit for Seventh-Ninth Grade Art.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 78
Note-19p.; For related documents, see SO 012 684-703.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*African Culture, Area Studies, [illegible] Education, *Cultural Awareness, Design Crafts, Educational Objectives, Folk Culture, Grade 7, Grade 8, Grade 9, *Handicrafts, Junior High Schools, Learning Activities, Minicourses, Resource Materials, Secondary Education, Teacher Developed Materials, Teaching Guides, Teaching Methods, *Textiles Instruction, Units of Study
Identifiers-Africa

This teaching guide provides information to help junior high school art teachers develop and implement programs based on African art. Objectives are to help students appreciate various types of African art, understand the relationship of African art to European art, and produce Adinkra cloth (a colorful cloth printed with personal symbols and geometric shapes). The guide was developed at an interdisciplinary summer workshop for teachers on African curriculum development. It is intended as the basis of a two-week minicourse. Activities are presented in a daily outline format. Students are involved in a variety of activities including pre- and posttests, viewing and analyzing slides and films, listening to and discussing lectures on the history of African art, building and enhancing their vocabulary, learning about the traditions involved in making Adinkra cloth, designing Adinkra symbols, and developing printing skills. For each day's activities, information is presented on concepts, basic skills, implementation, materials, and evaluation. A bibliography is included to direct the teachers' attention to recent works on African art, culture, printmaking, and decorative arts. (DB)

ED 189 161 TM 800 332

Reynolds, Cecil R. And Others

A Regression Analysis of Test Bias on the Stanford-Binet Intelligence Scale.

Pub Date-Apr 80

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Black Students, Elementary Education, *Intelligence Tests, Learning Problems, *Predictive Validity, *Racial Differences, *Regression (Statistics), *Test Bias, White Students

Identifiers-*Stanford Binet Intelligence Scale, Wide Range Achievement Test

Regression lines for the prediction of Wide Range Achievement Test (WRAT) standard scores by Stanford-Binet Intelligence Scale scores were compared across race for matched groups of 60 black and 60 white children selected from among a large number of children who had been referred for psychological services by their classroom teachers. The white children were matched to the black children on the basis of sex, age, and IQ. The definition proposed for bias was significant differences in regression lines using Potthoff's technique that tests for slopes and intercepts simultaneously. According to this significance test, regression lines for blacks and for whites did not differ significantly for the prediction of WRAT scores. (Author/CTM)

Stonewater, Jerry K. Coscarelli, William C.

The Effect of Student Personality Typology on Perceptions of Instructor Effectiveness.

Pub Date-Apr 80

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Style, *College Students, Decision Making, Higher Education, *Personality Traits, *Student Evaluation of Teacher Performance
Identifiers-Edwards Personal Preference Schedule, Field Dependence Independence, Frey Instructor Rating, *Johnson Decision Making Inventory, *Myers Briggs Type Indicator, Purdue Rating Scale for Instruction

The effects of student personality type on ratings of instructors are examined. Research studies are reviewed and categorized into three groups: field independent/dependent cognitive style of subject; general personality style as measured by the Myers-Briggs Type Indicator; and perceived needs states of students. A new measure, the Johnson Decision Making Inventory, is introduced. For the present research, two different samples of college students were used. The first was a group of students enrolled in an introductory chemistry course, and the second was a group enrolled in a general studies art appreciation course. All students filled out the Decision Making Inventory and Frey Instructor Rating instruments. The analysis of variance for the two classes yielded very different results. Both professors were of the same decision-making style, yet their evaluations were unalike. Overall, the art professor was evaluated much higher than the chemistry professor. Numerous explanations for the differing results are offered. It is suggested that confidence in the findings would come with a tighter control on instructional quality and student self-selection and increased reliability of the instruments used. Charts are appended. (Author/GSK)

ED 189 020 SO 012 719

The Person-Number Systems of Sweden, Norway, Denmark, and Israel. Vital and Health Statistics. Data Evaluation and Methods Research, Series 2, Number 84.

National Center for Health Statistics (DHEW/PHS), Hyattsville, Md.
Report No.-DHHS-PHS-80-1358
Pub Date-Jun 80
Note-67p.
Available from-National Center for Health Statistics, 3700 East-West Highway, Hyattsville, MD 20782 (free)
Pub Type- Numerical/Quantitative Data (110) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classification, Comparative Analysis, Government Role, *Health Services, Number Concepts, *Number Systems, Research Methodology, Research Reports, *Statistical Analysis, *Statistical Data, *Use Studies
Identifiers-Denmark, Israel, Norway, Person Numbering Systems, Sweden

The booklet presents a report on the operation and use of person numbering (PN) systems for vital and health statistics in Israel and Scandinavia. A PN system involves assigning a different number to each individual within a given society and using that number for commercial, governmental, and military identification. The purpose of the report is to provide information about PN systems to people involved in the public policy debate over whether such a system should be adopted in the United States. The document is presented in eight chapters. Chapter I explains how to develop a PN system and relates that Israel and the Scandinavian nations were selected as case studies because they are forerunners in developing and applying PN systems in national statistical programs. Chapters II through V focus on the PN systems of Sweden, Norway, Denmark, and Israel, respectively. Topics include organizing and operating the systems, problems peculiar to each country, administrative and statistical uses of the PN system, future use plans, and plans for

additional studies and research. Chapter VI reviews advantages and limitations of PN systems. Advantages include that PN systems are technically easy to use and store and that they increase data available for statistics, planning, and research. Disadvantages include that the digits become reversed fairly frequently, number files are not always transferred when a person moves, and integration with other systems is difficult. Chapter VII focuses on issues of confidentiality and privacy. The final chapter presents an overview of PN systems in 16 nations, including the Netherlands, Peru, Australia, and Japan. (DB)

ED 189 045 SP 016 217

Peragallo, Anne M. And Others

UNA-SCOPE: University of North Alabama Preservice Secondary Education Program.

Pub Date-80

Note-14p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperating Teachers, *Field Experience Programs, Higher Education, *Internship Programs, *Preservice Teacher Education, Secondary Education, *Student Teacher Supervisors, Teacher Interns, Teaching Experience

A campus-based education program for preservice students in secondary education that incorporates formal study with an active internship in the local schools is described. University faculty are primarily responsible for the campus-based learning experience while personnel of the local school district assume responsiblity for field-based site management. Successful completion by secondary education majors of the field-based components and the preservice teaching internship is a responsibility shared by both the university and the local school district. Guidelines for all participants in the program are included in the description. (JD)

ED 189 072 SP 016 274

Evertson, Carolyn M. Veldman, Donald J.

Changes Over Time in Process Measures of Classroom Behavior. R&D Rep. No. 4060.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-OB-NIE-G-78-0216

Note-35p.; For related documents see SP 016 224, SP 016 275 and SP 016 279.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Change, Behavior Patterns, English Instruction, *Interaction, *Junior High Schools, Mathematics Instruction, Secondary Education, *Student Behavior, *Teacher Behavior, Teacher Effectiveness, Trend Analysis

The behavior of junior high school students and teachers in English and mathematics classes was observed from November through April in an attempt to identify the relationship between teacher and student behavior, compare behaviors in the two different classes, and note changes in behavior over this period. Some fluctuation was observed in task orientation, attention, student initiated comments and social contacts. Small variations in behavior were observed in comparing English and mathematics classes. Descriptions of thirty specific behaviors observed over this period are provided and results are presented in both tabular and graphic form. An analysis of the data is presented. (JD)

ED 189 097 SP 016 421

Teacher Supply and Demand in Public Schools, 1979.
National Education Association, Washington, D.C.
Pub Date-79
Note-16p.
Available from-NEA Distribution Center, The Academic Bldg., Saw Mill Rd., West Haven, CT 06516 (Stock No. 3079-6-10, $4.75).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Beginning Teachers, *Labor Market, *Public Schools, *Teacher Employment, *Teacher Supply and Demand, *Trend Analysis

The following topics are covered in this report: 1) supply of graduates completing preparation to enter teaching, 2) supply of beginning teachers, 3) supply of qualified former teachers, 4) demand for new teachers, 5) demand for minimum quality, 6) demand for beginning and re-entering teachers, 7) teacher supply compared to demand, and 8) future trends. (JD)

TM

ED 189 120 TM 800 285

Huynh, Huynh

An Empirical Bayes Approach to Decisions Based on Multivariate Test Data. Publication Series in Mastery Testing, Research Memorandum 79-7.

South Carolina Univ., Columbia. School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Grant-NIE-G-78-0087
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bayesian Statistics, *Cutting Scores, Error of Measurement, *Mastery Tests, Multivariate Analysis, Test Reliability, *Test Theory

A general framework for making mastery/nonmastery decisions based on multivariate test data is described in this study. Over all, mastery is granted (or denied) if the posterior expected loss associated with such action is smaller than the one incurred by the denial (or grant) of mastery. An explicit form for the cutting contour which separates mastery and nonmastery states in the test score space is given for multivariate test scores which follow a normal distribution with a constant loss ratio. For the case involving multiple cutting scores in the true ability space, the test score cutting contour will resemble the boundary defined by multiple test cutting scores when the test reliabilities are reasonably close to unity. For tests with low reliabilities, decisions may very well be based simply on a suitably chosen composite score. (Author)

ED 189 202 UD 020 315

Carney, M., Ed. And Others

Inservice Training in Desegregated School Districts: Eastern Region Case Studies.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-Rand-N-1251-NIE
Pub Date-Aug 79
Contract-400-78-0068
Note-71p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 313.
Available from-The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406 ($5.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrators, Case Studies, Desegregation Methods, Elementary Secondary Education, *Inservice Education, *Program Effectiveness, Program Implementation, *School Desegregation, School Districts, *Staff Development, Teachers

This report describes inservice training programs in six eastern United States school districts. The districts range in student population from 4,400 to 65,000 and initially desegregated between 1970 and 1978. A team of investigators visited each of the districts and interviewed approximately 40 administrators, inservice trainers, and training program participants. A case study was prepared for each district providing (1) a brief description of the locality and desegregation plan as a context within which the inservice training programs operate, (2) an overview of the district's major inservice programs, (3) an account of the inservice planning procedures, (4) and a discussion of the impact and/or outcomes of the programs as determined through the field interviews and the impressions of the field study team members. (Author/MK)

ED 189 001 SO 012 696

Spangler, Leandra

Patterns in Tie-Dye and Batik from West Africa. An Instructional Unit for Eighth and Ninth Grade Art.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 78

Note-36p.; For related documents, see SO 012 684-703. Document not available in hard copy from EDRS due to poor reproducibility of some pages in the original document.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Culture, *Area Studies, *Art Education, *Cultural Awareness, Design Crafts, Educational Objectives, Folk Culture, Grade 8, Grade 9, *Handicrafts, Junior High Schools, Learning Activities, Minicourses, Resource Materials, Secondary Education, Teacher Developed Materials, Teaching Guides, Teaching Methods, *Textiles Instruction, Units of Study

Identifiers-Africa

Based on the premise that familiarity with art forms of other cultures can broaden students' cultural understandings, the teaching guide presents instructions for creating two West African art forms batik and tie-dye. The unit is intended as the basis of a three and one-half week minicourse for students in art courses in grades eight and nine. The guide was developed at an interdisciplinary summer workshop for teachers on African curriculum development. Six lessons focus on African stereotypes, African culture, African textile dyeing processes, traditional West African art forms, tie-dye and batik, and relationships among shape, space, pattern, and color. Students are involved in a variety of activities, including viewing and discussing films and slide shows, designing fabric, working with maps and globes, comparing African and American art forms, and experimenting with tie-dye and batik. Also included in the guide are evaluation criteria, vocabulary worksheets, background information on tie-dye and batik, reading assignments, and supplementary activities based on the reading assignments. (DB)

ED 189 141 TM 800 311

Kansas Annual Evaluation Report 1977-1978. Title I E.S.E.A. Vol. I: Projects in Local Educational Agencies/Programs for Neglected and Delinquent Children.

Central Research Corp., Topeka, Kans.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date- 78
Note-79p.; For a related document, see TM 800 312
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Child Neglect, *Compensatory Education, Delinquency, Elementary Secondary Education, Federal Programs, *Mathematics Education, Program Administration, Program Evaluation, *Reading Achievement, School Districts, *School Statistics, State Departments of Education, Summer Programs
Identifiers-*Elementary Secondary Education Act Title I, *Kansas

This report presents information describing the extent and effectiveness of Elementary and Secondary Education Act, Title I, Public Law 89-10 programs in Kansas during the school year 1977-1978. During the year the state educational agency distributed $12,799,697 for activities involving 38,553 students in 275 of Kansas' 306 school districts. Tables show achievement in reading and mathematics separately for regular term and summer term students; participation by grade level and by race; and staff participation. There is a summary of program operation, showing the activities of the local education agencies and the responsibilities and activities of the state education agency. Part II of the report provides similar information with respect to the programs in state institutions for neglected and delinquent children. (CTM)

ED 189 162 TM 800 333

Span, Pieter

Re-Structuring as a Cognitive Task.

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, Cognitive Measurement, *Cognitive Processes, *Cognitive Style, Foreign Countries, Measurement Techniques, Perception, *Perception Tests, *Perceptual Development

Identifiers-*Field Dependence Independence, Netherlands, Soviet Research

Witkin's concepts of field dependence-independence and restructing are discussed with reference to studies in Russia and in the Netherlands. These concepts are related to differences in style of perception and to success on both cognitive tasks and social tasks. It is suggested that restructing abilities may be trained and restructing ability may influence different aspects of learning. An experiment is summarized in which subjects reported their introspections while working on embedded figures tasks. Russian studies of perception are discussed and it is suggested that perception develops through several stages or levels. A pilot study with 30 children is described, but it was concluded that the tasks that were set did not accurately represent the actual order of perceptual development in the children. A question is raised as to whether perceptual development as indicated by embedded figures tasks was really a single dimension of ability. The concept of individual differences and the concept of individuality are compared. (CTM)

ED 189 224 UD 020 717

The President's 1978 National Urban Policy Report; A Biennial Report to the Congress Submitted Pursuant to Sections 702 and 703(a), National Urban Policy and New Communities Development Act, as Amended in 1977.

Department of Housing and Urban Development, Washington, D.C.
Report No.-HUD-CPD-328(2)
Pub Date-Aug 78
Note-150p.; Charts and tables may be marginally legible due to small print.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Federal Government, *Policy Formation, *Public Policy, *Urban Areas, Urban Demography, Urban Environment, *Urban Improvement, Urbanization, Urban Planning, *Urban Problems

This report describes the process of drawing up a national urban policy, summarizes the views presented at various forums, and sketches much of the data and analyses relied upon by urban policymakers. Part I summarizes the process of American urbanization leading to the emergence of a new stage in urban development. Part II describes changing population trends and economic activity and its impact on the economic and social well being of urban communities. Part III discusses underlying changes in energy and resource availability, population, lifestyles, and the economy affecting urban and regional development. Part IV focuses attention on the problems of communities in economic transition. Part V summarizes the efforts and impacts of government at all levels and of the private sector in addressing urban needs. Part VI describes the process followed in developing national urban policy and summarizes the urban policy principles, objectives, and strategies recommended to the President. Transcripts of the National Urban Policy and New Community Development Act of 1970 and the President's Message to Congress on the National Urban Policy (1978), and a bibliography of sources are appended. (Author/MK)

ED 189 246 UD 020 755

Smith, Sheldon

Community, Colony, and Network: Survival of Greco-American Culture in Tarpon Springs, Florida.

Pub Date-Apr 80

Note-39p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (8th, April 23-26, 1980)

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Acculturation, *Economic Factors, *Ethnic Groups, *Ethnicity, *Group Unity, *Sociocultural Patterns, Theories

Identifiers-*Florida (Tarpon Springs), *Greek Americans

This paper reviews literature on ethnicity and acculturation, presents a theoretical framework whose master variable is the nature of an ethnic group's organization, and applies the theory to the Greek colony of Tarpon Springs, Florida. It is shown that when the key features of cultural continuity (church, language schools, voluntary associations) remain intact, so does the ethnic population. This observation is contrasted with Edwin Buxbaum's 1967 prediction that with the decline of sponge fishing in Tarpon Springs, ethnic cohesion among Greeks would dissolve. Also argued is that the concepts of (1) world view, integrating economic and ecological strategies of adaptation; (2) multiple role playing; and (3) community, colony, and network organization all provide a strong explanation for ethnic survival. It is maintained that certain changes that appear to be the result of acculturation (such as disappearance of the dowry and increased democratization of family) are the result of adaptation and functional change to a different economic resource base. (Author/GC)

ED 189 046 SP 016 218

Hall, Gene E., Ed. And Others

Exploring Issues in Teacher Education: Questions for Future Research.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Note-550p.

Available from-The R&D Center for Teacher Education, Education Annex 3.203, The University of Texas, Austin, TX 78712.

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-*Educational Change, *Educational Research, Information Dissemination, Institutional Cooperation, *Professional Development, Program Content, Research Methodology, *Research Needs, *Teacher Education

Papers generated for a conference called to identify and establish priorities for crucial, researchable issues in teacher education are presented. The conference was organized around two dimensions of teacher education: the education continuum (preservice/induction/inservice), and seven topic areas. The topic areas were: content, process, professionals as learners, collaboration, context, research, and change/dissemination. The presenters' overviews of the research in the topic area are followed by several specialists' presentations focused on specific research questions arising in that area. (JD)

ED 189 098 TM 800 116

Marco, Gary L. And Others

A Test of the Adequacy of Curvilinear Score Equating Models.

Educational Testing Service, Princeton, N.J.

Spons Agency-College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Pub Date-28 Jun 79

Note-51p.; Paper presented at the Computerized Adaptive Testing Conference (Minneapolis, MN, June 27-30, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aptitude Tests, *Equated Scores, Error of Measurement, High Schools, *Latent Trait Theory, Multiple Choice Tests, Sampling, Statistical Bias, True Scores, Verbal Tests

Identifiers-*Classical Test Theory, *Equipercentile Equating, Scholastic Aptitude Test

Data from the verbal portion of the College Entrance Examination Board Scholastic Aptitude Tests were used in an experimental test of the accuracy of equating for a variety of models in three categories: linear equating, equipercentile equating, and item characteristic curve equating. The models were tested for both mean squared error and bias. These methods were used to equate a test to itself, to another parallel test, and to another test that differed in difficulty. Samples used in the equating were designed to be either random or to be different from each other in ability. Equating was based on subsamples of 1577 cases selected from samples of 4731 cases. Criterion equatings used all the cases in each sample and used either item characteristic curve equipercentile methods or direct observed score equipercentile methods. A number of conclusions were developed indicating that the most effective type of equating depended on the characteristics of the tests and the samples being analyzed. (CTM)

Nitko, Anthony J.
Individual Differences Between Criterion-Referenced Tests. Working Paper
Pittsburgh Univ., Pa. School of Education.
Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Available from-Educational Research Department, 5C03 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260 ($.60)
Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification, *Criterion Referenced Tests, Test Construction, *Testing Problems, Test Validity
Identifiers-Domain Referenced Tests

A framework, or classification scheme, is provided for displaying the spectrum of criterion-referenced tests. This framework illustrates that no single type of test can be identified as the absolute prototype criterion-referenced test. It is shown that over the past 115 years criterion-referenced testing has grown to be a many-faceted concept, its multitude of specific instances differing qualitatively from each other. A definition is provided for a criterion-referenced test as one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards. Three broad categories are identified (well-defined domains, ill-defined domains, or those that are basically undefined), and the relationships are clarified. The classification scheme for distinguishing the varieties of these tests is presented in tabular form according to the basis for test development. Other tables give examples of criterion-referenced tests, and summarize additional breakdown of categories of tests which reference scores to unordered domains. Essentially, this framework is seen as a first step toward clarity of communication among professionals and toward improved test development. (Author/GSK)

ED 189 203 UD 020 396

Chu, Harold S.

The Korean Learner in an American School.

Pub Date-Jun 78

Note-15p.; In Teaching for Cross-Cultural Understanding'' by the Arlington Public Schools.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Cultural Background, *Cultural Differences, *Cultural Traits, Elementary Secondary Education, Immigrants, *Korean Americans, *Korean Culture

Using the acquisition of United States citizenship as an indicator, Koreans have shown a remarkable degree of success in cultural and social adjustment to the mainstream of American society. Nevertheless, a certain amount of confusion and conflict is expected during their period of transition and adjustment. American teachers must be aware of the cultural background of their Korean students. The Korean culture is governed by five major ethical principles, based on Confucian teaching, defining codes of interpersonal relationships between father and son, elder and young, husband and wife, ruler and subject, and friends. Korean cultural differences are also apparent in non-verbal behaviors: expressions of thought, interpersonal relationships, manners and courtesies, privacy, gifts, and gestures. Given a better understanding and knowledge of the conflicts the Korean child and family are faced with, the American teacher can prove to be an invaluable aid to the student's full and constructive adjustment to the mainstream of American society. (MK)

ED 189 073 SP 016 275

Junior High Classroom Organization Study. Observer Training Manual. R&D Rep. No. 6102.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-OB-NIE-G-80-0116
Note-136p.; For related documents see SP 016 279 and SP 016 244. Best copy available.
Available from-Communcation Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Classroom Observation Techniques, Classroom Techniques, *Data Collection, *Instructional Materials, Junior High Schools, *Lesson Observation Criteria, *Orientation Materials, Program Guides, Teacher Behavior, Teacher Effectiveness

This manual was used to train observers for the Junior High Classroom Organization Study, a research project developed to delineate specific effective teacher behaviors. During the training sessions, the following topics were discussed: 1) preliminary results from a previously conducted Third-Grade Classroom Organization Study; 2) concepts and terms used in the study; 3) techniques for writing narratives; 4) procedures for noting time intervals; 5) use of the student engagement rate, time log, and component rating forms; 6) procedures for handing in materials; and 7) how to be an unobstrusive observer. Samples of all data collection instruments are included in the manual. (JD)

Holley, Charles D. And Others

Employing Intact and Embedded Headings to Facilitate Long-Term Retention of Text.

Pub Date-Apr 80
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advance Organizers, Cognitive Processes, *Cues, Higher Education, *Nonfiction, *Recall (Psychology), Study Habits, Time Factors (Learning), *Training, Verbal Stimuli

The usefulness of intact (topic outline format) and embedded (positioned within text) headings as processing aids to facilitate recall was examined, using a 2,500-word passage from introductory science textbooks. Prior studies were subject to criticisms which this study attempted to correct, specifically: (1) use of non-optimal dependent measures; (2) use of short, artificial prose; (3) emphasis on immediate testing; (4) lack of training and practice on the use of headings as processing aids; and (5) failure to examine intact and embedded headings presented in combination. Results indicated no advantage to training, possibly because of the amount of training and time available to students for integrating training with their existing study habits. Compared to a text-without-headings group, however, students provided with intact and embedded headings had superior recall. The text-with-headings group recalled 11 percent more information at immediate testing, and 44 percent more information at five-day delayed testing than their counterparts. Results suggest that headings are more useful for retreival than for comprehension. It is concluded that textbooks should include headings and students should use them extensively as study aids. (The post experiment questionnaire on student study habits is appended). (Author/CP)

ED 189 163 TM 800 334

Wainer, Howard Wright, Benjamin D.

Robust Estimation of Ability in the Rasch Model.

Bureau of Social Science Research, Inc., Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-Apr 80
Grant-78-NI-AX-0047
Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Error of Measurement, Guessing (Tests), Item Analysis, *Latent Trait Theory, *Scoring, Simulation, *Statistical Bias, Testing Problems
Identifiers-*Jackknife (Statistics), Monte Carlo Studies, *Rasch Model

The pure Rasch model was compared with four modifications of the model in a number of different simulations in order to ascertain the comparative efficiencies of the parameter estimations of these modifications. Because there is always noise in test score data, some individuals may have response patterns that do not fit the model and their abilities cannot be estimated accurately. The modifications used to overcome this difficulty include: the traditional correction for guessing, jackknifing, a robustified jackknife, and a method (WIM) based on an analysis of residuals. The simulation data included a guessing model with four characteristics: the need to guess, the invitation (a function of the item), the inclination (a function of the person), and glitch. The simulations were also varied by including: 3 difficulty levels, 3 test length, 2 levels of width, either 2 or 5 choice items, and 4 candidate ability levels. Both the accuracy of parameter estimation and the sampling error were combined to obtain indices of the relative efficiency of the five models. (CTM)

ED 189 021 SO 012 720

Patton, William E., Ed.

Improving the Use of Social Studies Textbooks. Bulletin 63.

National Council for the Social Studies, Washington, D.C.
Pub Date-80
Note-87p.
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 ($6.95)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Needs, Educational Objectives, Elementary Secondary Education, Guidelines, *Instructional Improvement, Reading Achievement, *Social Studies, Stereotypes, Student Motivation, Textbook Content, Textbook Evaluation, *Textbooks, *Use Studies

Seven articles present exercises and techniques to counteract weaknesses and deficiencies in social studies textbooks. Authors of the articles are William E. Patton, Donald O. Schneider, Mary Jo McGee Brown, Thomas N. Turner, Martin W. Sandler, and Jean Dresden Grambs. The authors are involved in various aspects of education, including curriculum development and teaching on elementary, secondary, and college levels. The guidelines are intended to aid elementary and secondary social studies classroom teachers in devising more meaningful ways to use textbooks as resource tools. Problems common to social studies textbooks include outdated material, stereotyping of women and ethnic groups, and failure to meet class needs. Various articles focus on updating textbook content, helping students understand textbook material, helping less able readers, analyzing illustrations, and correcting sex and ethnic stereotypes. Articles include information on identifying, solving, and evaluating specific problems (called Springboard Lessons); using visuals to update information; directing students to construct collages in inquiry/discovery lessons; helping students learn concepts such as categorization and association; and using examples of stereotypes to teach students what to avoid. Also included are a bibliography of materials on textbook content and analysis and a sample textbook evaluation form. (DB)

ED 189 099 TM 800 158

Forster, Fred

Everything You Wanted to Know about the Rasch Portland Public Schools, Oreg.

Pub Date-Jun 78
Note-11p.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Criterion Referenced Tests, Educational Objectives, Elementary Secondary Education, Equated Scores, Item Analysis, Item Banks, *Latent Trait Theory, *Testing Problems, *Testing Programs, Test Interpretation
Identifiers-Portland School District OR, *Rasch Model

Criticisms of norm referenced standardized tests are contrasted with the assumption and claims of proponents of Rasch model testing and item banking. The Rasch test theory model is based on the assumption of equal interval curriculum referenced scales for both students' abilities and test item difficulties. The Portland school district has established eight forty-item achievement tests, each covering only a short range of achievement, but all linked to a single ability scale. It is also possible to construct special purpose tests by selecting items from the item bank, since all items are keyed to achievement goals. Among the advantages of using the Rasch model are that you don't need representative samples for item analysis, and scores on the Rasch ability scale have tolerance values to indicate the expected size of measurement errors. The Portland school district has conducted a number of experiments with Rasch Statistics and concluded that samples of 200 cases are sufficient for item analysis, and to estimate the accuracy of the equating across ability levels. Work on additional curriculum areas and on rapid and meaningful score reporting is being developed. (CTM)

ED 189 142 TM 800 312

Kansas Annual Evaluation Report 1977-1978. Title I E.S.E.A. Vol. II: Programs for Handicapped Children.

Central Research Corp., Topeka, Kans.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date- 78
Note-25p.; For a related document, see TM 800 311.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, Elementary Secondary Education, Emotional Disturbances, Federal Programs, *Financial Support, Hearing Impairments, Learning Activities, Learning Disabilities, Mental Retardation, Physical Disabilities, *Program Administration, Program Evaluation, Speech Handicaps, *Staff Role, State Departments of Education, Visual Impairments
Identifiers-*Elementary Secondary Education Act Title I, *Kansas, Public Law 89 313

This report presents information describing the extent and effectiveness of Elementary and Secondary Education Act, Title I. Public Law 89-313 programs for schools for handicapped children in Kansas during the school year 1977-1978. Programs in 29 day care facilities and 9 state institutions in 28 countries were funded. These facilities provided services to 2,971 children at a cost of $1,107,450. Tables present data concerning age, type of handicap, educational activities, staff time and training, and selection of participants. Another table presents student participation, duration, and success rate. A brief statement summarizes program administration, operations, services, and evaluation. (CTM)

ED 189 184 TM 800 366

Haney, Walt Madaus, George

Making Sense of the Competency Testing Movement. National Consortium on Testing, Staff Circular No. 2.

Huron Inst., Cambridge, Mass.

Pub Date-78

Note-37p.; Research prepared through the National Consortium on Testing Project.

Available from-National Consortium on Testing, PO Box 9521, Arlington, VA 22209 ($3.00)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Academic Standards, Basic Skills, *Educational Quality, Elementary Secondary Education, *Minimum Competencies, *Minimum Competency Testing, Political Influences, Testing, *Testing Problems, *Test Validity

The enthusiasm for competency testing poses a contradiction, for it comes at a time when questions and criticisms are being increasingly raised about tests and their use. In three sections, this paper explores the competency testing movement: 1) main features and basic issues in the competency testing movements; 2) observations on the politics of competency testing; and 3) consideration of the concern over the quality of education as it is focused on testing. Main issues likely to arise as efforts are made to implement competency testing schemes are also discussed. Four issues are cited as especially important for how ideas for minimum competency testing work out in practice: testing and teaching, remediation, potential for discrimination, and test security and freedom of information. It is stated that the problems of testing programs seem more prominent than their prospective benefits; the problems are derived from the relationship between what tests measure and what is taught in schools. The suggested antidote to unintended outcomes of competency testing is to focus more attention on what should be taught in schools and how to teach it effectively, rather than on that which can be measured. (Author/GSK)

ED 189 225 UD 020 718

Bratt, Pete

Title I: An Opportunity for Growth. A Handbook Designed to Introduce, Inform, and Instruct Parents About Title I.

Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date- 79
Note-96p.; Some illustrations may be marginally legible due to print format.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Basic Skills, *Compensatory Education, Disadvantaged Youth, Elementary Secondary Education, Orientation Materials, *Parent Participation, *Parent Role, *Parent School Relationship
Identifiers-*Elementary Secondary Education Act Title I, *Washington

Chapter One of this parent handbook was designed to introduce Title I, answer questions about the law and its intent, and describe the importance of parental participation in school activities. Chapter Two provides a basic understanding of how parents and teachers can work cooperatively to enhance children's education and underscores the importance of good communication between the home and school. Chapter Three describes the mechanics of Title I: implementation, funding, needs assessment, target selection, project design, monitoring, evaluation, and dissemination. Chapter Four defines and describes the Title I Parent Advisory Council (PAC) component and examines the structure and operation of such councils. The handbook is appended by a list of educational service districts in Washington State, a glossary of terms related to Title I, and examples of ideas and materials for Parent Advisory Councils prepared by school districts in Washington. (Author/MK)

ED 189 247 UD 020 756

Carin, Arthur A.

E.S.E.A. Title VII Multilingual Program, S.U.B.E., AVANTI, and HABILE. Final Report, 1978-1979.

Community School District 32, Brooklyn, N.Y.
Pub Date- 79
Note-90p.; For a related document see ED 181 118.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, *Curriculum Development, *Educational Objectives, Federal Programs, French, Haitian Creole, Italian, *Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, Spanish, *Staff Development
Identifiers-*Bilingual Education Act 1968, *New York (Brooklyn)

Separate evaluations of three Title VII bilingual education programs carried out in elementary and junior high schools in Brooklyn, New York, are presented in this report. The programs are S.U.B.E. (Success Under Spanish Bilingual Education); AVANTI (an approach to Italian bilingual education); and HABILE (Haitian Bilingual Education), which taught both Creole and French (as well as English) to participating students. For each program, objectives regarding instruction, curriculum, staff development, and parent involvement are described. Evaluation design and data analysis procedures are also outlined. Previous evaluation findings are reviewed and comments are offered on compliance with their recommmendations. Physical setting, materials and equipment, parent involvement, and adherence to Federal Title VII guidelines are evaluated for each of the programs. It is concluded that: (1) S.U.B.E. was a success and should be refunded in its present form; (2) AVANTI was successful, but should shift its foci to parent education regarding children's career possibilities, expanded bilingual guidance counseling, and materials development; and (3) HABILE should be refunded, but improvements in the areas of student participation, staff language usage and English competency, student instructional grouping, and curriculum development should be sought. Appended to the report are observation and evaluation forms and personal resumes of the evaluators. (GC)

ED 189 002 SO 012 697

Anderson, A. John

The African Family. An Instructional Unit for Tenth Grade World History.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 77

Note-28p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, *Area Studies, Child Role, Cross Cultural Studies, *Cultural Awareness, Cultural Differences, *Family (Sociological Unit), *Family Life, Family Relationship, Family Role, Grade 10, Instructional Materials, Learning Activities, Minicourses, Resource Materials, Secondary Education, Socialization, Social Studies, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study, *World History

Identifiers-Africa

This teaching guide presents objectives, activities, resources, and evaluative criteria for use by tenth grade world history classroom teachers as they develop and implement a unit on the African family. Objectives are to help students understand the nature and function of African families, recognize the similarities between African and American families, and understand changes in African family life over time. Basic social studies skills to be developed during the unit include formulating and asking analytical questions, interpreting data, and developing and using evaluation criteria. The materials are intended as the basis of a minicourse of approximately 20 hours duration. The unit was developed at an interdisciplinary summer workshop for teachers on African curriculum development. Nine lessons are presented. Various lessons focus on basic family characteristics, African childhood, kinship and marriage, socialization in traditional African families, economic aspects of African family life, and daily routines of families in various regions of Africa. For each lesson, information is presented on materials and equipment required, objectives, procedures, activities, homework, teacher background, and evaluation. Students are involved in a variety of activities, including dramatizations, reading assignments, analyzing literary selections, discussing films and reading assignments in class and in small groups, and comparing African and American family values. A bibliography concludes the document. (DB)

ED 189 047 SP 016 219

Revised Guidelines for Comprehensive Health Education, Grades 3 and 4.
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-76
Note-183p.; For related documents, see SP 016 214, SP 016 225-226, and SP 016 220.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Drug Education, Elementary Education, Family Life, *Grade 3, *Grade 4, *Health Education, Mental Health, Physical Fitness, Physiology, Public Health, Safety

These health curriculum guidelines were designed for teachers of students in grades 3 and 4. Seven major topic areas are covered: 1) anatomy and physiology, 2) physical fitness, 3) the family as a basic social unit, 4) mental health, 5) drug education, 6) safety, and 7) community health. The format provides the teacher with health concepts which are appropriate for students in the third and fourth grades. Suggested instructional objectives, teacher strategies, and classroom activities are included along with media resources. (JD)

Abow, Stephen E.
Equal Employment Opportunity: Court Cases.
Office of Personnel Management, Washington, D.C.
Pub Date-Sep 79
Note-155p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Age Discrimination, *Civil Rights Legislation, *Court Litigation, Employment Practices, *Equal Opportunities (Jobs), *Federal Courts, Federal Legislation, *Personnel Integration, Racial Discrimination, Sex Discrimination
Identifiers-*Civil Rights Act 1964 Title VII, *Supreme Court

Judicial decisions resulting from suits brought under provisions of the United States Constitution and the various civil rights statutes continue to have a significant impact on personnel administration. The 1972 amendments of Title VII of the Civil Rights Act of 1964, which brought State and local governments within the scope of Title VII, have made it important for State and local officials to become knowledgeable of evolving case law in the area of employment discrimination. The summaries in this book are designed to assist in doing this. They represent a cross section of civil rights court cases dealing with personnel administration. One hundred forty-two cases are abstracted. The cases were presented to the Supreme Court of the United States or to one of the eleven Federal circuit courts. Each summary presents the facts and issues surrounding each case as well as a discussion of the decision and its implications. (Author/MK)

ED 189 074 SP 016 276

Hall, Gene E. Loucks, Susan F.

Innovation Configurations: Analyzing the Adaptations of Innovations.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-35p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adoption (Ideas), Course Objectives, Elementary Secondary Education, *Evaluation Methods, *Formative Evaluation, *Instructional Innovation, Postsecondary Education, *Program Implementation, *Summative Evaluation

When implementing an innovation, a multitude of components interact to change not only the users, but the innovation as well. This guide explains the concept of innovation configurations, or adaptations made in innovations during implementation. After presenting and discussing past research on innovation changes, the report outlines a five step procedure for identifying these changes. A one year study testing these steps is described. The report concludes with a discussion of problems arising in implementation and evaluation of an innovation, including evaluator subjectivity, degree of change in the individual or innovation, and the complete alteration of the innovation. (CJ)

ED 189 122 TM 800 287

Estes, Carole Estes, Gary D.

Estimating a Correlation Coefficient Using a Multiple Matrix Sampling Disign.

Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Correlation, Elementary Secondary Education, Evaluation Methods, Grade 3, Grade 7, *Item Sampling, *Sampling, *Statistical Analysis, Statistical Bias, Test Reliability
Identifiers-Comprehensive Test of Basic Skills, *Multiple Matrix Sampling, *Sample Size

Multiple matrix sampling is a sampling design in which both test items and examinees are randomly sampled from their respective populations. This study was designed to develop and assess a method for computing an estimate of a correlation coefficient when a multiple matrix sampling design is used. The examinee populations included 212 third-grade pupils and 232 seventh-grade pupils. The item populations consisted of the reading and mathematics subtests of the Comprehensive Tests of Basic Skills: 40, 45, 48, 25, and 25 items respectively. The population parameters of interest were the correlation coefficients among the five subtests. Four matrix sample sizes were selected (2, 3, 4 and 5), and items and examinees were sampled. The correlation coefficients were adjusted using four different methods: (1) no adjustment; (2) validity-reliability, i.e. the matrix sample estimates and the subtest reliabilities were adjusted; (3) validity; and (4) reliability. The extent to which significant differences existed among the number of matrix samples, the adjustment method, and the interaction of these two factors were examined. The number of matrix samples affected the precision of the estimates. The adjustment method affected the estimate, the amount of bias in the estimate, and the precision of the estimate. (BW)

ED 189 048 SP 016 220

Revised Guidelines for Comprehensive Health Education, Kindergarten through Grade 2.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date-75
Note-212p.; For related documents, see SP 016 225-226, SP 016 214, and SP 016 219.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Disease Control, *Grade 1, *Grade 2, *Health Education, Heredity, Human Body, Human Relations, *Kindergarten, Mental Health, Nutrition, Physical Fitness, Primary Education, Safety, Self Care Skills

These health curriculum guidelines were designed for teachers of students in kindergarten through second grade. Five major topics are covered: 1) anatomy, physiology, physical fitness; 2) mental health, family and peer relationships; 3) disease and mental health; 4) nutrition; and 5) consumer health, safety and chemical substances. Suggested intructional objectives, teaching strategies, and classroom activities are included along with media resources. (JD)

ED 189 143 TM 800 313

Shuller, Stephen M.

A Large-Scale Assessment of an Instructional Program to Improve Test-Wiseness in Elementary School Students.

Pub Date-Oct 79
Note-17p.
Available from-Educational Solutions, Inc., 80 Fifth Ave., New York, NY 10011 (Single copy free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Instructional Materials, *Reading Achievement, *Reading Tests, Standardized Tests, *Test Coaching, *Test Wiseness
Identifiers-Metropolitan Achievement Tests, *Mini Tests, New York (New York)

Test wiseness (TW) has been recognized as an important source of variance on standardized achievement tests, independent of content or random error. To help students develop the type of TW skills necessary for optimal performance on reading achievement tests (ie. time using, guessing strategies), a comprehensive TW skills instructional program called Mini Tests was developed. The program consists of two sets of one page worksheets, one set designed to introduce TW skills, the other to provide practice in using them on materials similar to standardized reading achievement test items. As a preliminary assessment of the effectiveness of Mini Tests, data available regarding their use in the New York City Public Schools (grades 2-9) in 1974-76 were analyzed. The results indicated that New York City Elementary Schools which purchased Mini Tests made statistically significant gains in the numbers of their students scoring on grade level over those schools not purchasing Mini Tests. (GSK)

ED 189 164 TM 800 335

Smith, Jeffrey K.
The Role of Measurement in the Process of Instruction.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-ERIC-TM-70
Pub Date-Dec 79

Note-33p.
Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($3.50)
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Testing, Elementary Secondary Education, *Group Testing, *Informal Assessment, *Instruction, Instructional Improvement, *Measurement, *Standardized Tests, Student Evaluation, Test Construction, *Test Interpretation, Test Selection
Identifiers-*Teacher Developed Tests

Educators are more interested in instruction and learning than in testing per se. If evaluation, the process of gathering information for instructional improvement, could be accomplished without the quantitative, formal processes of measurement and testing, there would be no need for them. Unfortunately, informal processes are more inefficient, inacurrate, incomplete, and biased, than testing and measurement, especially with groups. Educators should thus be assertive, knowledgable consumers of standardized tests; if these tests are inappropriate, well-designed classroom tests can be useful. Student test anxiety is largely due to the consequence of testing rather than the activity itself. (Guidelines for selecting standardized tests, developing classroom tests, and a glossary of twenty measurement terms are included). (CP)

ED 189 226 UD 020 722

Grant, Anne Sullivan, Pat

Removing the Mask: A Workbook for Teachers Concerned about Sex-Role Stereotyping, with Program Notes to the Television Series Jill and Jack/Fiction and Fact''.

New York City Board of Education, Brooklyn, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-97p.; Not available in paper copy due to print color of original document.
Available from-Women's Educational Equity Act Program, Educational Development Center, 55 Chapel Street, Newton, MA 02160.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Group Activities, *Inservice Teacher Education, *Sex Stereotypes, *Teacher Workshops, Telecourses, Workbooks

This is a workbook for an inservice teacher training course on sex role stereotypes. The workbook is divided into eight workshop topics: the masculine mystique, the feminine mystique, language and textbooks, classroom practices, early childhood, athletics, career guidance, and cultural values. For each topic, suggestions as to the structure and content of the workshop on that area are presented. In addition, the corresponding segment of the television series Jill and Jack/Fiction and Fact'' is outlined. The focus of the inservice program is, through group sharing, to increase participants' awareness of and ability to confront the power of sex role stereotypes in the classroom and in everyday life. (GC)

ED 189 248 UD 020 757

Benedict, Annette

P.S. 332 Title VII Program, District Model for Bilingual Development. Final Evaluation Report, 1978-79.

Community School District 23, Brooklyn, N.Y.
Pub Date- 79
Grant-G007604886
Note-20p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Parent Participation, *Program Effectiveness, Program Evaluation, Spanish Speaking
Identifiers-*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish and English dominant children in grades K-6 at Public School 332 in Brooklyn, New York. The aims of the program were to develop students' abilities to speak, read, and write English, to enable Spanish speaking children to interact with their English speaking peers, and to provide for bilingual staff development, parent and community involvement, and the development of instructional materials. In addition, goals were set for student achievement in the areas of mathematics, social studies, science, and cross cultural understanding. Staffing, instructional practices, and in-class and extracurricular activities are described in this report. Also presented are pre and post test scores, indicating achievement in reading, vocabulary, comprehension, mathematics, history, and culture for students at most grade levels. Brief recommendations are offered in the areas of classroom assignment of Spanish speaking pupils, outreach to surrounding schools, the incorporation of music and dancing into the curriculum, and the teaching of test-taking skills to participating students. (GC)

ED 189 022 SO 012 725

Irwin, Jr., Wallace, Ed. And Others

American Foreign Policy for the '80s: A Voter's Guide to the Facts and Issues.

Foreign Policy Association, New York, N.Y.

Pub Date-80

Note-96p.

Available from-Foreign Policy Association, Inc., 205 Lexington Avenue, New York, NY 10016 ($2.95)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Adult Education, Debate, Developing Nations, Economics, Energy, *Foreign Policy, Fuels, Higher Education, *International Relations, International Studies, Leadership, National Defense, Peace, Presidents, Research Reports, Resource Materials, Secondary Education, *Voting, World Affairs

Identifiers-Afghanistan, Africa (South), Cambodia, Caribbean, Central America, China, Iran, Israel, *Presidential Campaigns, Russia, Taiwan, Terrorism, United Nations

The purpose of this guide is to provide voters, officeholders, and candidates with background information on major foreign policy issues so that they can follow the 1980 presidential debates and reach their own informed conclusions. Thirteen major foreign policy topics are covered. The material is written in telegraphic style to get the essential information into a limited space. All facts have been carefully researched and the approach is strictly impartial and nonpartisan. Each topic includes a section tracing administration policy and concludes by presenting alternatives to present policy, with main arguments pro and con. A few additional readings are listed for each subject. Topics treated are: Leadership: President vs. Congress; U.S. Defense Policy; International Terrorism; Energy: U.S. Dependence on Foreign Oil; Trade and the Dollar; The UN and Third-World Development; Southern Africa; China and Taiwan; Cambodia, Vietnam and the Refugee Crisis; The Caribbean and Central America; The Arab-Israeli Conflict; Iran, Afghanistan and the Persian Gulf; and After Afghanistan: The U.S. and Russia. (Author/RM)

ED 189 075 SP 016 277

Anderson, Linda M. And Others

An Examination of Classroom Context: Effects of Lesson Format and Teacher Training on Patterns of Teacher-Student Contacts During Small Group Instruction. R&D Rep. No. 4074.

Michigan State Univ., East Lansing. Coll. of Education.; Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Contract-400-76-0073; OB-NIE-G-78-0216
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, *Classroom Communication, Elementary Education, Feedback, Interaction, *Pacing, *Small Group Instruction, Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness

This study of effective teaching behaviors focused on small group instruction of young children in beginning reading skills. Ten first grade teachers used an instructional model which emphasized individual questioning of students, systematic selection of students for oral reading, and sustained feedback from the teacher to the individual student. Teacher-student interactions were observed during two lesson formats: questions and answers and oral or silent reading for content. Patterns emerging from the interactions are analyzed and interpreted in light of other teacher effectiveness research. It was observed that applying the principles outlined in the instructional model improved the pace of the reading sessions and minimized distractions and interruptions. (JD)

Forster, Fred Ingebo, George

Linking Groups of Items. Portland Public Schools Occasional Papers in Measurement No. 19.

Northwest Evaluation Association, Oreg.; Portland Public Schools, Oreg.
Pub Date- 78
Note-23p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Equated Scores, Field Tests, *Item Banks, *Latent Trait Theory, Reliability, Scaling, *Test Construction, Test Items, Test Validity
Identifiers-Item Calibration, *Rasch Model, *Test Linking

In Rasch terminology, two or more tests are linked when they are joined into a pool related to a single scale. When the same item calibrates at a low level on one test and a high level on a second test, it indicates that the item is low on the first test because the other items on that test are higher, and is high on the second test because the other items on that test are lower. The difference between the average of the calibrations of a subset of items on one test and the average for the same items on a second test is called the linking value. The accuracy of a linking value can be established by confirmation through the use of a third test, an algebraic process known as triangulation. The pattern of links between pairs of field tests is called a linking network. The purpose for the network is to insure that sufficient information will be available to calculate accurate linking values for each test to the final scale. Four types of linking networks can be used: the four square network, the three-by-three network, the double eight linking network , and the octagon linking network. (Author/BW)

ED 189 185 TM 800 367

Lacher, S. R. Torgeson, Ronald M.

Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.

North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date-Nov 78
Note-36p.; For a related document, see TM 800 368.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Educational Assessment, Educational Objectives, Grade 11, High Schools, *Quantitative Tests, *Secondary School Mathematics, State Programs, Student Evaluation, Testing Programs
Identifiers-National Assessment of Educational Progress, *North Dakota

The purposes of the North Dakota Statewide Assessment of Student Performance in Mathematics are: (1) to meet the public's right to know about the current status of student knowledge throughout the state; (2) to provide information and recommendations for corrective action concerning areas of student performance needing improvement; and (3) to report the results to educational decision-makers. The objectives to be assessed comprise the following cognitive levels: recall and recognition, performing mathematical manipulations, understanding mathematical concepts and processes, problem solving, analyzing problem situations, and appreciation. In addition, data were collected on grade, sex, racial background, home and family background characteristics, general attitudes toward school and mathematics, participation in school programs, mathematics materials used in instruction, and educational and career aspirations. Student performance in basic computation was acceptable but not outstanding. Better attainment was noted on the use of measurement systems, solving consumer problems, algebraic and geometric terminology, reading graphs, applying formulas, and higher order problem solving. Areas of concern include ratio and percents, trigonometric functions, and the interpretation of measures of central tendency. The use of common items facilitated comparison of mathematics performance of North Dakota students with nationwide performance on the National Assessment of Educational Progress. (GSK)

ED 189 205 UD 020 516

A Bibliography of Multi-Cultural & Non-Sexist Resource Materials.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Pub Date-Jan 80
Note-60p.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, Audiovisual Aids, *Equal Education, Ethnic Stereotypes, *Instructional Materials, *Media Selection, *Multicultural Education, Publications, Resource Centers, *Resource Materials, *Sex Fairness, Sex Stereotypes

This annotated bibliography, designed for use by teachers and administrators, is intended to assist in the implementation of the Massachusetts Equal Educational Opportunity law. It is divided into five sections: (1) Audio-Visual Materials (films, filmstrips, kits, slides, videotapes and educational television programs); (2) Curriculum and Training Materials; (3) Books and Handbooks; (4) Newsletters and Periodicals; and (5) Additional Resources (organizations, agencies and publishers). Resources are listed according to appropriate age and/or grade levels. Information on the availability and content of materials is included. (Author/MK)

ED 189 003 SO 012 698

Talley, Odessa B.

The Igbo People of Nigeria as Seen Through Things Fall Apart'' by Chinua Achebe. An Instructional Unit for Tenth Grade English.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 78
Note-18p.; For related documents, see SO 012 684-703. Not available in paper copy due to poor reproducibility of original document.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*African Culture, *Area Studies, Cross Cultural Studies, *Cultural Awareness, Educational Objectives, *English Instruction, Folk Culture, Grade 10, *Igbo, Instructional Materials, Learning Activities, Literature Reviews, Minicourses, Secondary Education, Teacher Developed Materials, Teaching Guides, Teaching Methods
Identifiers-Nigeria

This teaching guide is intended to aid tenth grade English classroom teachers as they develop and implement educational programs on the Igbo-speaking people of Nigeria. The source material for this unit is Things Fall Apart,'' by Chinua Achebe. The guide is a product of an interdisciplinary summer workshop for teachers on development of Africa-related curriculum. It is intended as the basis of a minicourse to be taught within 15 class periods of 55 minutes each. Students learn specific facts about the Igbo people, read critically and develop interpretative skills, and compare and contrast the values of American and African cultures. Activities involve students in answering (orally and in writing) discussion and study questions which are presented for each of the 25 chapters of Things Fall Apart.'' To answer the questions, students use various basic reading skills, including quick recall, interpretation, and analysis. Also, students compare African and American values and behaviors. Also included in the guide are background and resource bibliographies for teachers and students, objectives, and tips to teachers on how to introduce questions to the class more effectively. (DB)

ED 189 049 SP 016 221

Inservice Education: Contribution to Innovations. A Review of a Study of the Elementary Demonstration Schools in Individualized Instruction in Texas.

Texas Education Agency, Austin.
Spons Agency-National Council of States on Inservice Education, Syracuse.
Pub Date-Jun 80
Note-17p.; Not available in paper copy due to colored ink.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Innovation, *Educational Quality, Elementary Education, *Individualized Programs, *Inservice Teacher Education, Program Development, Program Implementation, Small Group Instruction, *Validated Programs

A survey was conducted of Demonstration Schools in Individualized Instruction (DSII) in Texas with the aim of demonstrating the kinds of inservice education that evolve in support of successful educational innovations. A summary of innovative practices in the surveyed schools, such as program objectives, materials, staffing, organization, and pacing is presented. A survey of inservice education practices in these schools revealed similar patterns in experiences, incentives, planning, and objectives. It is suggested that a high quality of inservice has a distinct relationship to well developed and validated educational programs. (JD)

Mathis, William

Evaluating: The Policy Implications.

Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bias, Educational Policy, Elementary Secondary Education, Evaluation Methods, Information Utilization, *Political Influences, *Program Evaluation, Program Improvement, Self Evaluation (Groups), Values
Identifiers-*Evaluation Problems, External Evaluation

Whether initiated by law, regulation, or administrative direction, evaluations have political purposes. Improvement, the classic purpose of evaluation, is most faithfully observed when the importance, funding, and constituency of a program are small. If something is wrong, or if the program's existence is threatened, evaluation can become a weapon in policy disputes, hiding values from constituents in a mystique of scientific inquiry. Purposes may also be reflected in the biases of those who initiate and conduct evaluations, in the selection of a program and objectives of evaluation, and in the amount of evaluation funding relative to program funding. Similarly, problems inherent to evaluation methods are sources of bias. Traditional quantitative measures do not lend themselves to broad and sweeping social programs, such as bilingual education. Finally, evaluation results are often used selectively to further political ends. In conclusion, evaluation can be viewed as an historical enterprise which seeks to recreate the past with selected emphases or biases. (CP)

ED 189 165 TM 800 337

Hutten, Leah R.
Some Empirical Evidence for Latent Trait Model Selection.
Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Factor Structure, *Goodness of Fit, Guessing (Tests), *Latent Trait Theory, Multiple Choice Tests, Scores, Scoring
Identifiers-*Birnbaum 3 Parameter Logistic Model, Distributions (Statistics), *Rasch Model

The results of this study suggest that for purposes of estimating ability by latent trait methods, the Rasch model compares favorably with the three-parameter logistic model. Using estimated parameters to make predictions about 25 actual number-correct score distributions with samples of 1,000 cases each, those predicted by the Rasch model fit the observed distribution of number-correct scores as well as the distributions predicted by the three-parameter model. This suggests that the Rasch model is quite robust to violations of its underlying assumptions and can therefore be applied in a wide variety of situations. The single model assumption related to fit was that of unidimensionality. Not only was fit for multidimensional tests quite poor, but it was also difficult to obtain parameter estimates on such tests. Other research indicates that the three-parameter model may be preferable for test development, test equating, and studies of item bias, but for estimating ability, this study shows that the Rasch model produces estimates of ability that rival those produced by the three-parameter model. Further, the study demonstrates that Rasch parameter estimates are obtained at costs significantly reduced rom from those of the three-parameter estimates. (Author/CTM)

ED 189 076 SP 016 279

Evertson, Carolyn M. And Others

Report of the Methodology, Rationale and Instrumentation of the Junior High Classroom Organization Study. R&D Rep. No. 6100.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Contract-OB-NIE-G-80-0116

Note-313p.; For related documents see SP 016 275 and SP 016 224. Best copy available.

Available from-Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Academic Achievement, *Classroom Observation Techniques, *Classroom Techniques, Data Analysis, Data Collection, Junior High Schools, *Lesson Observation Criteria, Program Implementation, *Research Methodology, Teacher Behavior, Teacher Effectiveness, *Training Methods

This report contains a complete record of the methodology and instrumentation of the Junior High Classroom Organization Study. The purpose of the study was to delineate specific effective teacher behaviors. Included in this report are a description of the selection and training of observers, and guidelines for writing narrative descriptions, coding observations, rating student engagement time, and noting time intervals on the narrative record. Sample forms for these procedures are presented. Samples are also given of data collection instruments used throughout the year-long observation period, including questionnaires sent to participating teachers, resulting feedback to teachers, and data analysis instruments. (JD)

Forster, Fred Ingebo, George

Rasch Model Monograph Series. Portland Public Schools Occasional Papers in Measurement No. 20.

Northwest Evaluation Association, Oreg.; Portland Public Schools, Oreg.
Pub Date- 78
Note-25p.
Pub Type- Collected Works - General (020) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Elementary Education, Field Tests, *Item Banks, *Latent Trait Theory, Sampling, Scaling, *Test Construction, Test Validity
Identifiers-Interval Scales, Item Calibration, Oregon (Portland), *Rasch Model, Restriction of Range, Sample Size, Test Linking

Six monographs on the Rasch model are summarized. The first gives a historical perspective on the application of the Rasch model in the Portland, Oregon, metropolitan area. The remaining papers summarize research on the Rasch model. The research in Monograph II lead to the conclusion that random samples are not needed to calibrate item levels in reading and mathematics. The research reported in Monograph III supported the contention that Rasch item levels are based on an equal interval scale. The research in Monograph IV concluded that students receive comparable achievement levels from different tests, provided that neither test is at a grossly inappropriate level. Research in Monograph V determined that a sample size of at least 200-300 students should be used to field test new items. Monograph VI dealt with the item calibration problems that might result if the range of the test were restricted, and concluded that the item calibration would not be significantly affected. (Author/BW)

ED 189 144 TM 800 314

Shriberg, Linda K. And Others

Learning About Famous'' People via the Keyword Method.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-WP-274

Pub Date-Dec 79

Grant-OB-NIE-G-78-0217

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Association (Psychology), *Associative Learning, Grade 8, Incidental Learning, Junior High Schools, Learning Theories, *Mnemonics, *Pictorial Stimuli, Prose, *Recall (Psychology), Visualization

Identifiers-Atkinson (Richard C), Keyword Method

In 1975, Richard Atkinson's keyword method was formally introduced. He described the method in the context of foreign language learning. However, it has been extended to the learning of other curricular content as well, such as cities, states, individuals and their accomplishments. In the present study, eighth-grade students were presented fictitious passages containing the names and accomplishments of various individuals. In one condition (Pictures), students were shown illustrations in which a keyword was linked to the person's accomplishment. In the other condition (Pictures Plus), additional incidental details were included in the illustration. In comparison to control subjects, both keyword groups recalled substantially more accomplishments of the various people. Pictures Plus students also recalled more incidental information about the people. Moreover, students in both keyword conditions successfully applied the strategy when illustrations were no longer provided. (Author/GSK)

ED 189 206 UD 020 573

Foerster, Leona
Ethnic Studies - No! Multicultural Education - Yes!
Pub Date-76
Note-12p.; Not available in paper copy due to light print.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Support, Course Content, Elementary Secondary Education, *Ethnic Studies, Inservice Teacher Education, *Interdisciplinary Approach, *Multicultural Education, Program Implementation, Student Participation, Teacher Participation, *Teacher Role

Ethnic studies programs, initiated in the recent past, have begun to wane in popularity. There are a number of possible explanations for this phenomenon. Ethnic studies programs have encountered the following stumbling blocks when implemented: (1) inadequate teacher preparation and commitment; (2) fragmented integration with other curriculum areas; (3) unresolved debate about content, grade levels and student populations who should participate in such courses of study; and (4) lack of community support. True multicultural education can resolve these difficulties. Multicultural programs are uncompartmentalized, diffusing across curriculum areas. They can and should be for all students at every grade level. They compare and contrast all people across all racial and ethnic lines. Teachers and the community can be encouraged to fully participate in multicultural education through a strong commitment on the part of school administrative bodies. (Author/MK)

ED 189 227 UD 020 723

Wright, Jerome W.

The Anthropological Implications of Sex Role Differences: Class and Ethnic Factors.

Pub Date-78
Note-18p.; Not available in paper copy due to reproduction quality of original.
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anthropology, Cross Cultural Studies, *Cultural Influences, *Ethnicity, Females, Males, Physical Characteristics, *Sex Differences, Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Class, Social Differences

The implications of physical and biological sex differences on sex role behavior cannot be understood without analyzing the complementary role of the sociocultural meaning of sex roles. The normative aspect of gender role behavior is fluid and can be affected by culture, class, and ethnicity. All societies recognize differences between the sexes. The cross-cultural variation in male and female roles does not support the theory that differences are biologically determined. Variations probably result from interrelationships between socioeconomic and cultural influences. Research indicates that lower class children define masculine and feminine characteristics and roles as sharply different while the middle class displays more mutuality in sex role interchange. Research also indicates that ethnicity and cultural heritage influence sex role differences. The level of education and distance between kin will often act to nullify many of the traditional cultural effects, but cultural influences on sex role behavior may be stronger than the socioeconomic influence among some groups. The fact that sex role behavior can be affected by sociocultural factors and that sex differentiation exists does not, however, rule out the concept of equality of opportunity for males and females. (Author/MK)

ED 189 249 UD 020 758

Marin, Genaro

Title VII Project Sabor, 1978-1979. Final Evaluation Report.

Community School District 8, Bronx, N.Y.

Pub Date- 79

Note-21p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, Elementary Education, *Federal Programs, Junior High Schools, *Program Effectiveness, Program Evaluation, *Spanish Speaking

Identifiers-*Bilingual Education Act 1968, *New York (Bronx)

An evaluation of Project SABOR, a bilingual education program funded under Title VII and carried out in seven elementary and junior high schools in the Bronx, New York, is presented in this paper. First the evaluation design is described. Then the program is outlined, with information presented regarding its educational objectives, number of students projected and enrolled, language proficiency of students (three-quarters were identified as having limited English proficiency), teacher/student ratio, staffing patterns, materials and equipment, classroom activities, staff training, and instructional activities. Program objectives accomplished by the end of the first year of SABOR are identified. The opinion is expressed that, although the program's objectives were too ambitious and administrative problems hampered its early implementation, the program should be continued. Extensive recommendations regarding instructional materials, additional bilingual staff, staff training, and the expansion of instruction to younger grades (the program currently serves only grades 4-8) are also offered. (GC)

ED 189 023 SO 012 726

Binstock, Robert H., Ed. Shanas, Ethel
Handbook of Aging and the Social Sciences.
University of Southern California, Los Angeles.
Spons Agency-Administration on Aging (DHEW); Washington, D.C.
Pub Date-76

Grant-AOA-93-P-75181/9
Note-684p.
Available from-Van Nostrand Reinhold Company, 7625 Empire Drive, Florence, KY 41042 ($33.50 clothbound)
Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Age Discrimination, *Aging (Individuals), Behavior, Death, Futures (of Society), *Gerontology, *Older Adults, Political Issues, Retirement, Social Influences, *Social Science Research, *Social Sciences, Social Structure, Social Systems

This is the first of three volumes which comprise a review of the social, psychological, and biological aspects of aging. This volume organizes, evaluates, and interprets research data, concepts, theories, and issues in aging from the perspectives of the various social sciences. Intended for use by researchers, professional practitioners, policymakers, and students, the Handbook'' is organized into five sections. The first section, The Social Aspects of Aging,'' considers the origins and scope of interest in aging as a social phenomenon, some of the presuppositions that underlie the study of age-related changes and the life span context in which aging takes place. A second section, Aging and Social Structure,'' deals with changes in the age structure of populations, with the role and status of the aged in various societies, and with contemporary intergenerational relations. In the third section, Aging and Social Systems,'' the contributors discuss differences among age strata in a variety of social systems, and how aging persons affect and are in turn affected by family life, housing and institutional arrangements, the economy, patterns of work, retirement and leisure, and the law and political systems. In the fourth section, Aging and Interpersonal Behavior,'' the authors consider social networks, role changes through the life span, and death and dying. The final section on Aging and Social Intervention'' treats the political and strategic issues involved in contemporary and future societal efforts to provide and deploy income, health and social services, and other social resources to the aging. (Author/RM)

ED 189 050 SP 016 224

Evertson, Carolyn M. And Others

The Junior High Classroom Organization Study: Summary of Training Procedures and Methodology. R&D Rep. No. 6101.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-OB-NIE-G-80-0116
Note-54p.; For related documents see SP 016 274-275 and SP 016 279.
Available from-Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Class Organization, *Classroom Observation Techniques, *Classroom Techniques, English Instruction, Junior High Schools, *Lesson Observation Criteria, Secondary School Mathematics, Secondary School Teachers, *Teacher Evaluation, Teaching Methods

This report presents an overview of the history of the Junior High Classroom Organization Study, designed to answer questions concerning effective instruction in junior high school English and mathematics classes. Nineteen trained observers were sent to 52 classrooms in the Austin (Texas) Independent School District. Observers kept written records of classroom events, student concentration/interest ratings, teacher competency ratings, and time logs. Other data used in this report include student ratings of teachers, achievement tests, and teacher interviews and questionnaires. Focusing on classroom organization and management of time, materials, and student teacher contact, the study presented data on specific teacher behavior that produced greater 1) student concentration, 2) exposure to content, and 3) achievement. Data analysis, reference notes, and appendices follow the report. (CJ)

ED 189 186 TM 800 368

Lacher, S. R. Torgeson, Ronald M.

Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.

North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date-Oct 79
Note-81p.; For a related document, see TM 800 367.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *Educational Assessment, Educational Objectives, Elementary Education, *Elementary School Mathematics, Grade 4, Grade 8, *Quantitative Tests, *State Programs, Student Evaluation, Testing Programs
Identifiers-National Assessment of Educational Progress, *North Dakota

In response to citizens' need and right to know about how North Dakota students perform in mathematics, the Department of Public Instruction and the North Dakota Council of Teachers of Mathematics administered a criterion-referenced mathematics assessment in grades 4 (1,298 students) and 8 (1,475 students). Also included were items from the National Assessment of Educational Progress. The objectives were classified into four process categories: Mathematical Knowledge, Mathematical Skill, Mathematical Understanding, and Mathematical Application and Problem Solving. Only cognitive skills were assessed, without consideration of variables such as per pupil expenditure, ethnicity, and family income. Different tests were administered at the fourth and eighth grades, the intent being to measure performance at both a basic level and at an appropriate level of difficulty for both grades. Twenty-five of the items appearing on the fourth grade level, however, were also included at the eighth grade level. When compared with national results, children at both grade levels performed very well in assessment exercises. Some areas (place value, geometric terminology, metric system, graph interpretation, word problems), however were found in need of attention. (Author/GSK)

Scaife, Rugenal Rich

A Look at the Literature of an African People: The Ashanti of Ghana. An Instructional Unit for Eleventh Grade English.

Illinois Univ., Urbana. African Studies Program.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 78
Note-23p.; For related documents, see SO 012 684-703. Not available in paper copy from EDRS due to poor reproducibility of some pages in the original document.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*African Culture, *African Literature, *Area Studies, *Cultural Awareness, Educational Objectives, Folk Culture, Grade 11, Learning Activities, Resource Materials, Secondary Education, Teacher Developed Materials, Teaching Methods, Units of Study
Identifiers-Ghana

This guide presents a three-week unit on the literature of Ghana. It is designed as part of an eleventh grade world literature course. General objectives include having students identify the literature of Africa with the outstanding literature of the world, change negative attitudes about Africa, and provide a broad view of the lifestyles of Africa. The unit is composed of 15 lessons. Students are introduced to an overview of Africa after which they examine the life of the Ashanti of Ghana, the oral tradition in African literature, and Ghanian oral narratives, short stories, poetry, and drama. Activities include notetaking, discussion, research, oral play reading, map work, written reports, and filmstrip viewing. Each lesson outlines objectives, procedures, materials needed, activities, and suggestions for evaluation. A bibliography of required readings is also included. (KC)

ED 189 124 TM 800 289

Hall, Theresa A. Orcutt, Larry E.

Evaluation of a Comprehensive Early Education Program for Urban American Indian Children.

Pub Date-Apr 80
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Gains, Affective Objectives, American Indian Culture, *American Indian Education, *Evaluation Methods, Information Utilization, Observation, Parent Participation, Preschool Curriculum, *Preschool Education, *Preschool Tests, *Program Evaluation, Public Schools, Staff Role, Student Evaluation, Testing Problems, *Urban American Indians
Identifiers-California (Los Angeles)

The Tribal American Consulting Corporation designed a preschool program for American Indians in Los Angeles, California, which had two major goals: (1) to develop competence and attendant self esteem in both children and parents; and (2) to enable children to succeed in public school. Three curriculum models were used, based upon Indian culture, Montessori, and traditional/Piagetian philosophies. Programs involved preschool, kindergarten, and infant/toddler age groups. Standardized tests were administered by an external evaluator to gather longitudinal data, and to identify strengths and weaknesses. Although the tests were able to identify general language problems, a number of problems were evident from using these tests. Additional data were collected from observations of the students, particularly in their home interactions with parents. As a result of this evaluation, specific roles and responsibilities emerged for the personnel involved: evaluator, supervisor, teachers, and administrator. Specific guidelines for the selection, administration, and use of preschool tests were also developed. (Author/GDC)

ED 189 145 TM 800 315

Van Damme, Jan Masui, Chris

Locus of Control and Other Student Characteristics in Interaction with the Personalized System of Instruction versus Lectures. Report No. 20.

Leuven Univ. (Belgium).

Pub Date-Apr 80
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Analysis of Variance, *Aptitude Treatment Interaction, Higher Education, *Individualized Instruction, Intelligence, *Lecture Method, *Locus of Control, Participant Satisfaction, Retention (Psychology), Study Habits
Identifiers-*Personalized System of Instruction

This research examined interactions between internal-external locus of control and other student characteristics, and lectures and two variants of the Personalized System of Instruction. The three treatments varied in degree of study guidance. The research was done with 60 college freshmen in an introductory course on psychodiagnostics. The extreme group analysis of variance and regression analyses indicated several aptitude-treatment interaction (ATI) effects. An important ATI effect the more guidance the better the achievement of the externals compared to the internals was found for a retention test but not for the tests taken during the studying period. Furthermore, there were lower order interactions between the treatments, various abilities, study habits, and attitudes for several dependent variables: namely, the retention test, the studying time, and the satisfaction with the treatment. The findings show that one of the causes of the inconsistency in research on the interaction between locus of control and academic achievement may depend on the treatment applied. (Author/CTM)

ED 189 166 TM 800 339

Guay, Roland B.

Spatial Ability Measurement: A Critique and an Alternative.

Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Aptitude Tests, Cognitive Ability, *Cognitive Processes, Cognitive Tests, Spatial Perception, Test Construction, *Test Interpretation, Test Reliability, *Test Validity, Visual Measures
Identifiers-*Purdue Spatial Visualization Test, Spatial Skills, *Spatial Tests

The construct of spatial ability is discussed and it is suggested that some widely used and cited tests that are called spatial ability tests may not be valid measures of that ability. Instead, their items may be solved using mental processes that are clearly analytical and not spatial in nature. Four studies involving the analysis of subjects' self-reports of processing are cited to show that different individuals employ different processes and that an individual may change processing strategies within the same test. The Minnesota Paper Form Board is given as an example of a test that is likely to be solved by perceptual-analytic and not by spatial processing. The Purdue Spatial Visualization-Rotation Test (PSVR) is described as an example of a test that was designed to minimize analytic processing and processing variablility. Reliability and validity data for the PSVR are reported for several studies including analysis of self-reports of item processing, correlations with other tests, sex-difference studies, and supervisor's ratings of job performance. (Author/CTM)

ED 189 228 UD 020 725

Ginzberg, Eli And Others

Tell Me About Your School: Interviews with Elementary and High School Students in Harlem, New York City. Special Report No. 35.

National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date-Sep 79

Note-79p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Black Youth, Career Awareness, *Career Choice, Educational Environment, Educational Policy, *Education Work Relationship, Elementary Secondary Education, Employment Opportunities, Ghettos, Interviews, Low Income Groups, *Minority Group Children, Role Models, *Student Attitudes, *Urban Schools

Identifiers-*New York (New York)

Eighty low income students residing in East, Central, and West Harlem were interviewed in an effort to explore how they see their school experiences in terms of their future participation in the world of work. Equal numbers of the students were 10, 11, 14, and 15 years old, and all were of minority background. They were asked questions concerning: (1) skills they have/would like to have; (2) how they and their friends find school''; (3) quantity of homework and help received in doing homework; (4) career goals and how they think school can help to achieve these goals; (5) reading and television viewing; (6) their opinions concerning disruptive students, pregnant students, and school improvement; (7) where and with whom they can discuss their futures; and (8) their summer plans. Results of the interviews are presented in this monograph, with an overview of the findings given for each age and sex group. In addition, themes that emerged from all the interviews are discussed in relation to their educational and employment policy implications. Appended to the report are comments by Glenn Marshall and Gwendolyn Barnes (the individuals who conducted the interviews) regarding the need to improve educational, economic, and occupational opportunities for low income minority youths. (GC)

Holley, Freda M.
An Alternative Approach to Assuring Teacher Competence. Publication
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-Apr 80
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Contains some small print.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrators, *Competence, Competency Based Teacher Education, Elementary Secondary Education, *Evaluation Methods, Professional Training, *Program Development, *Program Implementation, Rating Scales, *Teacher Evaluation, *Teaching Skills
Identifiers-Interrater Reliability, *Professional Personnel Evaluation System

Teachers, administrators, and a few parents and students rated 100 teacher competency statements with the help of the Research and Development Center for Teacher Education. These competency statements then served as the basis for the Professional Personnel Evaluation System (PPES), which also consists of rating scales to be completed by administrators, parents and students; detailed observation procedures; a handbook; and a computerized record of ratings for school-by-school comparisons. After the first year of operation (1978-79), participants felt that the new system was superior to the old method of teacher

testing. There was great concern, however, over the variability in teacher ratings by administrators across schools. In 1979-80 other events intervened. Staff time costs were too high to justify the new system, raising the speculation that teacher testing may be the only way to establish a minimum competency level. (CP)

ED 189 207 UD 020 597

Velazquez, Rene

Puerto Ricans in Continental United States: A Bibliography, Selected and Annotated.

City Coll. Research Foundation, New York, N.Y.
Pub Date- 75
Note-146p.; Bibliography prepared by the Curriculum Development Program in Comparative Ethnicity Project.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, Hispanic Americans, *Puerto Ricans
Identifiers-Puerto Rico

This annotated bibliography contains approximately 900 citations of material written about Puerto Ricans residing in the mainland United States. Also included is a section listing published bibliographies that cover literature on Puerto Rico and Puerto Ricans. Citations within each section are listed in alphabetical order by author or sponsoring institution, and include books, monographs published by public and private agencies, and articles from scholarly and popular periodicals, including newspapers. Most of the works cited were published after 1955, though some earlier materials are also listed. (GC)

Annual Report to the Community, 1977-78.
Community School District 13, Brooklyn, N.Y.
Pub Date- 78
Note-39p.; Not available in paper copy due to numerous photographs.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Objectives, Elementary Education, Junior High Schools, Program Descriptions, *School Activities, School Community Relationship, *School Districts, Urban Schools
Identifiers-*New York (Brooklyn)

This report was prepared to disseminate information to the community on the activities and goals of elementary and junior high schools of District 13 in Brooklyn, New York. A brief description of highlights of the 1977-78 school year are presented for each of the 23 schools in the district. An overview of the district for improvement in basic skills is presented as well as specific district-wide goals and objectives for the school year. A brief evaluation of a summer Reading Activity Program is also presented. (MK)

ED 189 024 SO 012 727

Roszak, Betty, Comp.
Science and Parascience: A Select Bibliography.
Pub Date-Apr 78
Note-15p.
Available from-Center for the Study of New Religious Movements, 2465 Le Conte Avenue, Berkeley, CA 94709 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biology, Creativity, Evolution, *Physics, *Psychology, *Sciences, *Scientific Enterprise, *Theories, Values
Identifiers-*Parapsychology

This annotated bibliography identifies over 140 books, essays, and newsletters which are concerned with the convergence of the sciences with parapsychology. Most entries were published since 1950 although some date back to the early 1900s. Entries are presented alphabetically by author within four categories: psychological-metaphysical critiques of science; theories of consciousness; frontiers of physics; and biology as morphic science. This latter category identifies studies which suggest a purposive, holistic view of nature. It is further categorized by general works, works about brain/mind, evolution, form and nature, and systems. (KC)

SP

Borich, Gary D. And Others
What the Teacher Effectiveness Research Has to Say About Teaching Practices and Student Performance. R&D Rep. No. 5069.
Southwest Educational Development Lab., Austin, Tex.; Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-91p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Classroom Environment, Correlation, Educational Status Comparison, Elementary Secondary Education, *Input Output Analysis, *Predictor Variables, Student Behavior, *Teacher Behavior, *Teacher Effectiveness, *Teacher Influence

This research report examines various teacher and student behaviors and their effects on academic achievement. Pupil achievement levels were assessed before and after observing and recording teacher and student behaviors occurring in the classroom. Correlational data was collected from these classroom observations and program evaluations. The first half of the report detailed research limitations, cognitive and affective aspects of learning, socioeconomic status as a predictor of achievement, teacher functions, and a conceptual model for examining pupil experience. The second half interpreted the research results. Factors having a positive correlation to student achievement were time, student participation and cooperation, direct teaching methods, praise, teacher use of evaluative feedback, establishment and implementation of reasonable conduct rules, clarity, and small group instruction. Among the negative achievement factors were indirect teaching methods, belittlement of pupils, peer pressure control, and unsupervised individual and small group work. Final conclusions, references, and tables follow the report. (CJ)

ED 189 187 TM 800 369

Torgeson, Ronald M.

Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.

North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date- 77
Note-56p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, *Reading Achievement, Reading Comprehension, *Reading Tests, *State Programs, Student Evaluation, Testing Programs, Word Recognition, Word Study Skills
Identifiers-National Assessment of Educational Progress, *North Dakota

Information is provided concerning the reading performance of North Dakota students and is reported as the percentage of correct responses for each objective. Students in grades 4, 8, and 11 in North Dakota's public and private schools were assessed. Information about basic reading objectives was collected in order to evaluate their relationship with student performance. The objectives were organized into four Domains, each encompassing clearly stated goals: (1) Word Identification and Word Recognition Skills; (2) Word and Sentence Comprehension; (3) Comprehension of Longer Discourse; and (4) Reading Study Skills. A criterion-referenced instrument (reading exercises appropriate for a grade level, and those cutting across two or more levels) was used to conduct the assessment. Findings showed general performance across the grade levels to be good, with the following areas requiring attention: practical application of syllabication, prefixes, roots and suffixes; competence in word relationships/meanings and sentence meanings; critical and judgmental reading; and using visual displays for identification of details and inferences. Also included are recommendations and use of the assessment information. (Author/GSK)

ED 189 005 SO 012 700

Stumpff, Marcelle W.

An African Curriculum Unit. An Instructional Unit for Tenth Through Twelfth Grades World Civilization.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jul 79
Note-21p.; For related documents, see SO 012 684-703.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*African Culture, *African History, *Area Studies, *Cultural Awareness, Educational Objectives, Learning Activities, Resource Materials, Secondary Education, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study, World History
Identifiers-*Africa

A guide for a five-week unit on African history and culture for secondary school students is presented. Objectives are to develop an awareness of life in a multi-cultural world, specifically sub-Sahara Africa; to develop an appreciation for the richness of African history; to dispel stereotypic notions about Africa; to develop a clearer understanding of our own society; and to provide an understanding of why people respond to their environment. Topics include African cities; geography; history to 1500; building African nations after 1500; literature, art, and music of Africa; and politics, economy, change, and apartheid in modern Africa. Daily lesson plans are briefly outlined and a list of textual materials is provided. (KC)

ED 189 051 SP 016 225

Revised Guidelines for Comprehensive Health Education, Grades 7-9.
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-78
Note-152p.; For related documents, see SP 016 219-220, SP 016 214, and SP 016 226.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Anatomy, Consumer Education, Drug Education, Family Life, *Health Education, Heredity, Individual Development, *Junior High Schools, Mental Health, Nutrition, Physiology, Safety, Sexuality

These health curriculum guidelines were designed for teachers of junior high school students. Four major topic areas are covered: 1) anatomy, physiology, human growth and development, and nutrition; 2) mental health and use and misuse of drugs; 3) heredity, personal development, and family relationships; and 4) environmental health, disease control, consumer health, and safety. The format provides the teacher with health concepts which are appropriate for students in junior high schoo-l. Suggested instructional objectives, teaching strategies, and classroom activities are included as well as media resources. (JD)

ED 189 125 TM 800 291

Sandman, Richard S. Welch, Wayne W.

Evaluation of Title I CAI Programs at Minnesota State Correctional Institutions.

Minnesota Univ., Minneapolis.
Spons Agency-Minnesota Educational Computing Consortium, St. Paul.
Pub Date-Jul 78
Note-109p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, Adolescents, Adults, Attitude Measures, *Basic Skills, *Computer Assisted Instruction, *Correctional Education, Curriculum Evaluation, Interviews, *Participant Satisfaction, *Program Evaluation, Reading Achievement, Remedial Mathematics, State Programs, Student Attitudes, Teacher Attitudes
Identifiers-Elementary Secondary Education Act Title I, Minnesota, *PLATO, Student Attitude Survey (Sandman and Welch), Tests of Adult Basic Education

Three Minnesota correctional institutions used computer-assisted instruction (CAI) on PLATO terminals to improve reading and mathematics skills: (1) the State Reformatory for Men, St. Cloud (males, ages 17-21); (2) the Minnesota Home School, Sauk Centre (males and females, ages 12-18); and (3) the State Training School, Red Wing (males, ages 13-18). Curriculum packages included PLATO Corrections Project Mathematics Curriculum, the Basic Skills Mathematics Curriculum, and the Basic Skills Reading Curriculum. Program evaluation concentrated on basic skills; students' attitudes toward mathematics, reading, learning, and CAI; success in program implementation; and staff attitudes toward CAI. Suitability of the curricula and technical issues in administering CAI programs were also considered. Achievement gains were measured by the Tests of Adult Basic Education (TABE); the Student Attitude Survey and interviews were used to elicit students' and teachers' reactions. Results did not clearly support CAI effects on achievement, although the students did show progress. Students' attitudes showed improvement, but this was not related to instructional time or use of the computer. Students' attitudes toward CAI were generally positive. Staff attitudes were positive at two of the institutions. (Recommendations, the four-part student Attitude Survey, and interview questions are appended). (GDC)

Tong, T. K. Wu, Robert

Asians in America: An Annotated Bibliography of Selected Reference Works.

City Coll. Research Foundation, New York, N.Y.

Pub Date-75

Note-154p.; Bibliography prepared by the Curriculum Development Program in Comparative Ethnicity Project.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Annotated Bibliographies, Arabs, *Asian Americans, Chinese Americans, Filipino Americans, *Immigrants, Indians, Indochinese, Japanese Americans, Korean Americans, North Americans, Vietnamese People

Identifiers-Pakistanis

This annotated bibliography contains citations of works on Asian Americans, in general, as well as on individual Asian populations residing in North America. Referenced are government and public organization publications, bibliographies, and works by private authors. Separate chapters are included for (1) Chinese, (2) Japanese, (3) Koreans, (4) Filipinos, (5) Vietnamese, Thai and other Southeast Asians, (6) Indians, Pakistani, and other Southern Asians, (7) Arabs, (8) Turks, and (9) other Asians. The larger chapters are subdivided by subject matter, including sub-sections on historical and comprehensive information, socioeconomic and community life, and racial relations. (GC)

ED 189 251 UD 020 762

Special Education in Transition.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
Pub Date-10 Sep 79
Note-56p.; Tables may be marginally legible due to small print. Pages 3 and 4 (tables) have been deleted due to broken print.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Change, *Administrative Organization, *Compliance (Legal), *Educational Improvement, Elementary Secondary Education, *Special Education
Identifiers-*New York (New York)

This report contains recommendations by the New York City Board of Education's Division of Special Education for (1) integrating the School Mental Health Services Plan with the current pupil certification process, and (2) restructuring the leadership system of the Field Operations Unit. The major emphasis in the recommendations is to develop a special education program in New York City which can meet the challenges set forth in State and Federal laws, in recent court cases, and in the Chancellor's and Board's commitments to improve the quality of life for all children in the city. The present structure of the Division of Special Education is described and the establishment of two new offices (the Office of Student Support Services and the Office of Instructional Programs and Services) is proposed. The structures and functions of these new offices are outlined. Appended to the report are technical details concerning the staffing and day-to-day operations of the offices. (Author/GC)

ED 189 146 TM 800 316

Ayers, Jerry B.

A Longitudinal Study of Teachers.

Pub Date-Apr 80
Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, College Graduates, Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, *Followup Studies, Longitudinal Studies, *Models, Principals, Secondary School Teachers, Student Evaluation of Teacher Performance, Student Teacher Relationship, *Teacher Education Programs, *Teacher Effectiveness, *Teacher Evaluation
Identifiers-*Tennessee Tech Univ Teacher Evaluation Model

The problem of the evaluation of graduates of teacher education programs has been a concern of institutions of higher learning for years. In order to meet the standards set by the National Council for the Accreditation of Teacher Education and to gather sufficient information for curriculum development and improvement, the Tennessee Technological University Teacher Evaluation Model was developed as a result of systematic follow up studies begun in 1970 of the graduates of its teacher education program. Objectives of the followup program were: (1) evaluation of the objectives of the teacher education program through a systematic study of the graduates; (2) provision of information for faculty concerned with making decisions regarding curriculum evaluation and development; and (3) aid in making long-range plans for improvement of the teacher education program. The purpose of this paper was to present the results of the application of the model to three groups of graduates who were followed for five years. Results indicated teaching performance peak was reached after three to four years in the profession; however, few significant differences were noted across time and between teaching level. (Author/GSK)

ED 189 167 TM 800 340

Enell, Nancy C.

Special Education Evaluation Report: 1978-79.

San Juan Unified School District, Carmichael, Calif.
Pub Date-79
Note-118p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, Expenditure Per Student, Handicap Identification, *Mainstreaming, Parent Participation, *Participant Satisfaction, Professional Development, Program Administration, *Program Evaluation, Resource Staff, *Special Education, Special Education Teachers, *Student Placement
Identifiers-Education for All Handicapped Children Act, *San Juan Unified School District CA

Over 4700 students classified as communicatively, physically, academically, or severely handicapped were served in San Juan, under California's Master Plan for Special Education. The majority were referred for poor achievement in reading, mathematics, spelling, or oral language. The major features of this federally mandated special education program were: student identification; provision of services; mainstreaming; student performance; satisfaction of teachers, parents and administrators; professional development; and program management. Evaluation methods included surveys, questionnaires, interviews, student academic and attitude measures and other student data available through a computerized information system. The findings include descriptions of academic growth; achievement on the Wide Range Achievement Test, Iowa Tests of Basic Skills, Stanford Achievement Test, and district competency tests; teacher participation in inservice education; parent satisfaction; mainstreaming; and per student costs. The evaluation also identified some program areas which could be considered for improvement in 1979-80. (Appended are descriptions of California's Master Plan, a glossary of terms, criteria for placement and a guide to special education program evaluation.) (Author/CP)

ED 189 229 UD 020 727

Troyna, Barry

Reporting Racism: The National Front and 'White Hostility' in the British Press.

Pub Date- 79

Note-27p.; Not available in paper copy due to broken print. Revised version of paper presented at the SSRC-funded conference on Right Wing Politics in Western Europe'' held at the London School of Economics and Political Science (London, England, June 22-23, 1979).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Foreign Countries, Journalism, *News Media, Political Influences, Press Opinion, *Public Opinion, *Racial Bias, *Racial Relations, *Segregationist Organizations

Identifiers-*Great Britain, *National Front

This article reports on an analysis of the coverage of the National Front (NF) and other overt forms of white racism in all British daily national and two local papers between 1976 and 1978. The relationship of this coverage to other race-related topics and to the overall racial framework of news items is shown. News topics were coded and analyzed to identify types of materials and the contexts of frameworks in which they are situated. Newspaper readers were interviewed to gather data on their perceptions. Findings indicated that the press emphasizes the problems created by black presence in Britain. Findings also revealed that the NF has had an indirect impact on political and public opinion on race relations by giving momentum to an ideological shift to the political right. The legitimate status conferred on the NF by the press has encouraged this shift. An analysis of readers' perceptions of press coverage revealed that the press can be most effective in conveying an anti-NF stance by highlighting the Nazi and violent image of the party and by diffusing this through the wider public. (Author/MK)

ED 189 052 SP 016 226

Revised Guidelines for Comprehensive Health Education, Grades 5 and 6.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-76
Note-145p.; For related documents, see SP 016 219-220, SP 016 214, and SP 016 225.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Consumer Education, Dental Health, Disease Control, Drug Education, Elementary Education, *Grade 5, *Grade 6, *Health Education, Heredity, Individual Development, Mental Health, Physical Fitness, Physiology, Self Care Skills

These health curriculum guidelines were designed for teachers of students in grades 5 and 6. Six major topic areas are covered: 1) physical fitness and personal habits; 2) anatomy, physiology, and hieredity; 3) mental health, growth, and development; 4) mental health and drugs; 5) consumer health; and 6) disease control and dental health. The format provides the teacher with health concepts which are appropriate for fifth and sixth grade students. Suggested instructional objectives, teaching strategies, and classroom activities are included as well as media resources. (JD)

ED 189 078 SP 016 288

Hall, Gene E.

Levels of Use and Extent of Implementation of New Programs in Teacher Education Institutions: What Do You Do?

Pub Date-Feb 79

Note-26p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 25-28, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Change, Adoption (Ideas), Attitude Measures, *Change Agents, Higher Education, *Preservice Teacher Education, *Program Implementation, Teacher Education Programs

An eight-level table of Levels of Use (LoU) is employed to measure the adoption and eventual success of program innovations in teacher education institutions. Speculations on the success or failure of attempted innovations, backed with statistical analysis, are presented. (SAS)

ED 189 103 TM 800 201

Carlson, James E.

Analysis of Covariance with Repeated Measures: Multivariate Linear Model Approach.

Pub Date-Apr 80
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Covariance, Analysis of Variance, Data Analysis, Interaction, Measurement, *Research Design
Identifiers-*Repeated Measures Design

The multivariate analysis of variance approach to the analysis of data from repeated measures designs that include covariates is reviewed and contrasted with univariate methods. Assumptions necessary for meaningful interpretation of the results of the multivariate analysis are discussed and contrasted to those of the univariate approaches. An extension of the full-rank multivariate linear model approach and its use in testing various hypotheses and assumptions is also presented. Questions of model fitting versus hypothesis testing in exploratory research are also included. Examples illustrating the various methods are provided. (Author/JKS)

ED 189 006 SO 012 701

Patterson, Ruth Polk

African Studies Curriculum Unit: The Cycle of Life in the African Family.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 78

Note-18p.; For related documents, see SO 012 864-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*African Culture, Area Studies, *Child Role, *Cultural Awareness, Evaluation Criteria, *Extended Family, *Family Life, Folk Culture, Home Economics Education, Instructional Materials, Learning Activities, *Marriage, Resource Materials, Secondary Education, Social Studies, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study

Identifiers-Africa

A two week unit on the cycle of life in the African family for secondary school students is presented. General objectives are to help students value and respect marriage and the family as basic constituents of all human cultures; to create cultural awareness; to identify aspects of traditional family life which may serve as models for social change; and to eliminate stereotypic notions of African peoples. Five lessons examine initiation into adulthood, marriage in African societies, family structures, kinship systems, and the birth role of children. Each lesson provides learning objectives, lists resource materials, and suggests activities, procedures, and evaluation methods. Activities include discussion sessions, essay writing, and filmstrip viewing. All activities invite comparison with American customs, traditions, and social problems involving the family. (KC)

ED 189 025 SP 014 950

Sefein, Naim A.
Middle East Studies Teacher Training Program. Final Report.
State Univ. of New York, Fredonia. Coll. at Fredonia.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-1 Feb 79
Grant-G007800064
Note-79p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cross Cultural Studies, *Cultural Awareness, *Culture Contact, *Curriculum Enrichment, Elementary Secondary Education, Intercultural Programs, *Middle Eastern Studies, Program Implementation, *Social Studies, *Teacher Education
Identifiers-Egypt

This guide presents a teacher training program in Middle Eastern studies and procedures for program implementation. Details concerning program announcement, participant selection, and travel accommodations are included. Participants attended an orientation and registration workshop and an intensive academic workshop before flying to Egypt for the overseas component which consisted of field trips and lectures on Middle Eastern history, political science, economics, social issues, education, religion, and fine arts. The teachers later attended a curriculum evaluation workshop and created lesson plans and curricular materials. The evaluation of the program is mainly concerned with the effectiveness of each aspect of the program and is followed with a summary and recommendations. Sample program literature and descriptions of curricular materials, lesson plans, films, and readings are included. (CJ)

ED 189 188 TM 800 370

Gersten, Russell M. Carnine, Doug

Measuring Implementation of the Direct Instruction Model in an Urban School District: An Observational Approach.

Oregon Univ., Eugene.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-OEG-00-7507324
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Gains, *Classroom Observation Techniques, Compensatory Education, Competency Based Teacher Education, Elementary School Teachers, *Inservice Teacher Education, Primary Education, *Program Implementation, *Skill Development, Teacher Aides, Teacher Evaluation, Teaching Methods, *Test Reliability, *Test Validity
Identifiers-*Direct Instruction Supervision Code, Distar Reading Program, Levels of Use Interview, Project Follow Through

During an extensive inservice program, teachers and aides in 20 kindergarten and first grade Follow Through Classrooms were observed for mastery of the Direct Instruction Model. Two trained observers used the Direct Instruction Supervisor Code to record behavior in the fall, winter, and spring. Subjects were observed while teaching a 12 minute lesson in reading or oral language. Mastery was hierarchical: most subjects mastered the two basic components (formats and signals) within two months, and the remaining components (corrections, pacing, and student accuracy) by May. Reliability and validity of the Code, and students' achievement gains were also examined. Code scores had high interobserver reliability and low to moderate reliability between fall and winter observations. Scores had moderate concurrent validity with supervisor ratings and discriminated well between high and low implementers. All aides and teachers scored poorly on Loucks' Levels of Use interview for assessing educational innovations: its validity for a performance based model, such as Direct Instruction, was questioned. Correlations with scores on the Comprehensive Tests of Basic Skills were low for pacing and formats, and moderate for the remaining components. Tracing skill mastery over long periods (1-2 years) can offer valuable information for inservice training. (CP)

ED 189 209 UD 020 602

Noboa, Abdin

Issues and Problems in Higher Education as They Relate to Puerto Ricans: Toward a Conceptual Approach.

Pub Date-Apr 75

Note-13p.; Paper presented at the National Conference on the Educational Needs of the Puerto Rican (Cleveland, OH, April 4-6, 1975). Not available in paper copy due to reproduction quality of original document.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *Educational Attainment, Enrollment Trends, *Higher Education, Hispanic Americans, *Puerto Ricans, *Student Needs

There is little analytic literature on the education of the Puerto Rican, in general, and data on the present higher education crisis are especially lacking. There is also a lack of direction as to the purpose or programmatic consequences of higher education for Puerto Ricans. It is clear, however, that Puerto Ricans are at a profound disadvantage at all levels of postsecondary education. In terms of college enrollment, Puerto Ricans are drastically underrepresented, even in comparison to other Hispanic groups, and the situation is even worse in graduate education. In a system of meritocracy, where occupational advancement depends on educational attainment, the consequences of Puerto Rican underrepresentation in higher education programs are serious. Among the barriers impinging on advancement of Puerto Ricans are: (1) institutional barriers, such as recruitment, admission standards, financial aid, student support services, student participation in the educational process, inaccessibility of facilities, and problems in the cultural orientation of staff and curriculum; (2) students' personal needs and problems, such as alienation, negative expectations, lack of role models, motivational barriers, financial resources, cognitive style differences, and poor educational preparation; and (3) problems in community and family support systems. (Author/GC)

ED 189 252 UD 020 763

Kean, Michael H.

The Impact of Federal Evaluation Legislation on Larger Urban School Districts.

Pub Date-Sep 79
Note-13p.; Paper presented at the symposium on Evaluation Policy in Federally Funded Programs: Lessons from Title I'' at the annual meeting of the American Psychological Association (New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Legislation, Federal Regulation, Policy Formation, *Program Evaluation
Identifiers-Education Amendments 1974, *Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)

The Educational Amendments Act of 1974 added an evaluation requirement to Title I legislation. Models of evaluation were required to specify techniques and criteria which facilitate comparisons of programs on a statewide or nationwide basis. The School District of Philadelphia conducted simulated studies of three evaluation models to determine implementation problems and barriers regarding Title I evaluation and considered how these experiences should guide Federal policy and legislation in other programs. Four categories of barriers to smooth implementation were identified: (1) validity of evaluative measurement devices; (2) accuracy of systems for sampling, testing, and evaluation; (3) aggregation issues regarding levels at which results can or should be used; and (4) issues of interpretation and application of data. It was concluded that Title I evaluation models may be theoretically sound; however, application may lead to inconsistencies. (Author/MK)

ED 189 079 SP 016 289

Borich, Gary D.

A Needs Assesment Model for Conducting Follow-Up Studies of Teacher Education and Training.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Organisation for Economic Cooperation and Development, Paris (France).

Pub Date-79

Note-10p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competency Based Teacher Education, *Evaluation Methods, *Followup Studies, Higher Education, Inservice Teacher Education, *Needs Assessment, Preservice Teacher Education, *Program Evaluation, Program Improvement, *Summative Evaluation, Teacher Improvement, Training Objectives

This article presents a methodological model that can be employed to conduct follow-up studies of preservice and inservice teacher training programs. The model first defines a training need by identifying what should be'' and what is'' in the knowledge, performance, and consequence (reaction to behavior) competencies of trainees. The distance between these two poles is an index of the program's effectiveness in teacher training. The needs assessment model, which can be used for self, summative, or formative evaluations, is then implemented through the: 1) listing of competencies, 2) surveying of inservice teachers for competency attainment, 3) ranking of competencies according to the level of importance and the level of attainment, 4) comparing of high priority competencies to the content of the training program, and 5) revising of the program or the competency. The model can be adapted and extended to suit other institutions and purposes. (CJ)

ED 189 104 TM 800 241

Truth in Testing Act of 1979; The Education Testing Act of 1979. Hearings before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session on H.R. 3564 and H.R. 4949 (Washington, D.C., July 31, August 1, September 10, September 24, and October 10-11, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-80

Note-1,198p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Entrance Examinations, Confidentiality, Cost Effectiveness, Disclosure, Federal Regulation, Government School Relationship, Higher Education, Information Dissemination, *Legislation, *Occupational Tests, Scores, *Standardized Tests, Test Coaching, Test Items

Identifiers-*Educational Testing Act 1979, *Truth in Testing Act 1979

Testimony and exhibits presented at subcommittee hearings held in Washington, D.C., from July 31, 1979 through October 11, 1979, are compiled with reference to two proposed bills concerned with standardized admissions tests. The first, the Truth in Testing Act of 1979, H.R. 3564, requires all educational admissions testing conducted through interstate commerce, and all occupational admissions testing (which affects commerce) to be conducted with sufficient notice of test subject matter and test results, and for other purposes. The second, the Educational Testing Act of 1979, H.R.4949, requires certain information be provided to individuals who take standardized educational admissions tests, and for other purposes. This document contains the statements and exhibits presented by 127 persons. (Author/CTM)

ED 189 126 TM 800 292

Frary, Robert B.

Expected Multiple-Choice Test Item Scores Under Ordinal Response Modes.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Guessing (Tests), *Multiple Choice Tests, Responses,

Scoring, *Scoring Formulas, Test Construction, Test Reliability, Test Validity
Identifiers-Answer Until Correct, Distractors (Tests), *Ordinal Response Mode

Ordinal response modes for multiple choice tests are those under which the examinee marks one or more choices in an effort to identify the correct choice, or include it in a proper subset of the choices. Two ordinal response modes: answer-until-correct, and Coomb's elimination of choices which examinees identify as wrong, were analyzed for scoring rule appropriateness. Rules were analyzed in terms of expected item scores for different levels of information and misinformation, defined by the subset of choices believed to contain the answer. A general method for determining answer-until-correct scores was established. Answer-until-correct scores insured uniformity of guessing, which overcomes a major fault of the Coomb's mode and conventional correction-for-guessing scoring, namely, that the instructions are interpreted differently by examinees. (Author/CP)

ED 189 147 TM 800 317

Hyman, Ruth Bernstein

Male/Female Preferences for Masculine-Feminine Trait Clusters Derived from a Multidimensional Scaling of Hypothesized Masculine-Feminine and Creative-Noncreative Trait Terms.

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Androgyny, *Creativity, Females, Graduate Students, Higher Education, Males, Multidimensional Scaling, *Personality Traits, Sex Differences, Sex Role, *Sex Stereotypes

Identifiers-*Masculinity Femininity Variable, Torsca Multidimensional Scaling Technique

There still remains in our social institutions and individual lives a considerable splitting between feminine and masculine gender distinctions. The present study determined the dimensionality of the space of 53 admirable personality traits hypothesized to relate to femininity-masculinity and creativity, and assessed preferences of females versus males with regard to emerging feminine-masculine trait clusters. Sixteen female and 43 male masters students in business administration sorted the traits from least admirable'' to most admirable.'' A four dimensional scaling solution was accepted, with Dimension I interpreted as an Evaluation dimension, Dimension II as an Emotional/Unemotional dimension, Dimension III undefined, and Dimension IV as a Potency/Activity dimension. The sex differences which emerged in this study indicated that women admired hypothesized feminine'' traits more than did men, yet they also admired aspects of potency more than did men. Thus, the women were seen as androgynous'', incorporating both feminine characteristics of sensitivity and emotionality and potency aspects of masculinity. The preferences of the men were contradictory. (Author/GSK)

ED 189 168 TM 800 341

Hambleton, Ronald K. Simon, Robert A.

Steps for Constructing Criterion-Referenced Tests. Laboratory of Psychometric and Evaluative Research Report No. 104.

Massachusetts Univ., Amherst. School of Education.
Pub Date-Apr 80
Note-64p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Criterion Referenced Tests, Cutting Scores, *Guidelines, Scoring, *Test Construction, *Test Format, Testing Problems

Identifiers-Domain Specification, *Test Content, Test Manuals

The subject of constructing criterion-referenced tests is often researched, but many technical problems remain to be satisfactorily resolved. Foremost, criterion-referenced test developers need a comprehensive set of steps for construction. In this paper, 14 logical steps for building criterion-referenced tests that refer to several different applications and allow for objective and non-objective formats are offered: 1) preliminary considerations; 2) identification of possible content; 3) preparation of domain specifications; 4) review of domain specifications; 5) additional test planning; 6) preparation of test content; 7) preparation of scoring method; 8) test materials review; 9) compilation of final form of test; 10) determination of standards; 11) preparation of report forms; 12) preparation of technical manual; 13) publication of test; and 14) collection of technical data. Four significant contributions of the steps are: 1) use of a priori methods for validation; 2) allowance for use of objective/non-objective test formats; 3) flexibility of steps for use in distinct situations (classroom; district/state; state and national); and 4) comprehensiveness of steps. In addition to the steps, a discussion of rationale for inclusion of each step and guidelines for implementation are provided. (GSK)

ED 189 230 UD 020 728

Anderson, Nancy W.

Proposed Master Plan for Magnet Schools.

Cleveland Public Schools, Ohio.
Pub Date-29 Feb 80
Note-177p.; Prepared by the Planning Committee on Magnet Schools in response to the Federal District Court Orders.
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Desegregation Plans, *Educational Planning, Elementary Secondary Education, *Magnet Schools, Master Plans, *Program Design, Program Development, Program Proposals, Racial Balance, School Desegregation, Urban Schools
Identifiers-*Ohio (Cleveland)

In light of court orders and recommendations by the Cleveland Board of Education, the Magnet Schools Planning Committee convened to reconsider earlier magnet school plans, review recent literature related to magnet schools, conduct a needs assessment, enlist the evaluation aid of experts in the field of magnet schools, study magnet school programs operating in other urban areas, and write a master plan (in the form of recommendations) for developing magnet schools. This report contains the overall results of the committee's work. The procedures section of the report presents information on the committee's work, the use of experts for evaluation, studies of programs in other cities, and results of the needs assessment. The findings section contains information on community involvement, linkage of magnet schools to non-school agencies, site selection, staff selection and training, cost factors, student recruitment and admissions, evaluation, program development, and planning goals. The final section includes conclusions and recommendations regarding the aforementioned areas. (MK)

ED 189 053 SP 016 229

Team Sports Inexpensive Equipment.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-68p.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Athletic Equipment, *Childrens Games, *Class Activities, Elementary Education, Lesson Plans, *Physical Activities, *Physical Education, Teamwork
Identifiers-Team Sports

This curriculum guide shows a variety of activities, broken down by grade level, that can be used by both classroom teachers and physical education teachers. It provides elementary school teachers with ideas for constructing inexpensive athletic equipment. Objectives, materials needed, construction directions, and related activities are given for each piece of equipment. (CJ)

ED 189 007 SO 012 702

Campbell, Margaret H.

Africa, Roots and Pride for Afro-Americans. An Instructional Unit for High School Anthropology.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 77

Note-32p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, *African History, Anthropology, *Blacks, Cultural Awareness, *Cultural Background, Educational Objectives, Evaluation Criteria, Folk Culture, Instructional Materials, Learning Activities, Resource Materials, Secondary Education, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study

Identifiers-Africa

This three to four-week high school anthropology unit examines the African heritage of black Americans. The unit was written for students in an inner city all black public high school. Objectives are to foster a sense of pride in black Americans' heritage, learn how black Americans can discover their roots, examine causes and consequences of the African slave trade, and learn about the Mandingo population in Guinea. Five topics comprise the unit. The first is an introduction in which students discuss African and American stereotypes and the book Roots'' by Alex Haley. The second topic focuses on the slave trade. Students read a handout from Roots'' and analyze statistics on the African slave trade to the Americas. The third topic examines Mandingo culture and history. Students read from Roots'' and from The Dark Child'' by Camara Laye, and view slides of art, crafts, music, and dance. The fourth topic concludes the unit by correcting and discussing the African myths presented in the introduction and helping interested students work on their genealogy. Reading handouts for students and student and teacher bibliographies are included. (KC)

ED 189 026 SP 015 526

Duke, Daniel L.
Introducing the Instructional Leadership Program at Stanford University.
Pub Date-80
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Change, *Change Strategies, Decision Making, Higher Education, Job Satisfaction, *Leadership Training, Teacher Morale, *Teacher Responsibility, *Teacher Role

The Instructional Leadership Program is designed to provide experienced teachers and other educators with opportunities to acquire or refine specific leadership skills. The program is intended to demonstrate that highly skilled techers can function as school leaders without abandoning their classrooms. Allowing teachers to play a key part in administrative decision making will assist in teacher acceptance of such decisions, as well as easing the load on overburdened administrators. Two seminars are devoted to training in general leadership skills, staff development, assessment, and curriculum development skills, and environmental improvement and applied research skills. An outline of twenty-five specific leadership skills covered in the program is presented. (JD)

ED 189 210 UD 020 619

Ogawa, Dennis M.

Asian American Literature: Resource and Training for Multi-Cultural Education. Final Reports: Program Performance and Financial Status. Ethnic Heritage Studies Program.

Japanese American Research Center, Honolulu, Hawaii.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Grant and Procurement Management.

Pub Date-17 Dec 79

Grant-G007803316

Note-176p.; Some pages may be marginally legible due to broken print. Notification of Grant Award'' has been deleted due to reproducibility factors.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Asian Americans, Ethnic Studies, *Inservice Teacher Education, *Instructional Materials, Literature, *Multicultural Education, Program Descriptions, Secondary Education, *Secondary School Teachers

Identifiers-*Hawaii

This is the report of a project designed to train secondary school teachers and other ethnic studies personnel in Hawaii in the area of Asian American literature so as to enhance their understanding of ethnic identity, interethnic relations, and the process of American multiculturalism. The project performance report includes a description of a bibliography developed by the project, a list of teachers trained to use materials developed under the project, and a description of inservice courses offered. In addition, five sample secondary school curriculum units developed by individuals trained under the multicultural education program are presented. These units include: (1) Reading and Writing Local Poetry,'' by Joseph Stanton; (2) Hawaii's Inter-Ethnic Culture: The Asian American,'' by Carolyn Okimoto; (3) Kalaheo High School English IV Language Unit,'' by Joanne Shibuya; (4) an eighth grade social studies program, by Ellis Goto; and (5) Using Asian American Literature to View Cultures in Hawaii,'' by Diane Shimazu. Also included in this document is information on project activities undertaken in cooperation with other individuals, a positive project evaluation letter, and a one page financial status report. (GC)

ED 189 253 UD 020 764

Chin, Laura, Ed. And Others

Civil Rights Issues of Asian and Pacific Americans: Myths and Realities.

Commission on Civil Rights, Washington, D.C.

Pub Date-80
Note-867p.; Some Exhibits may be marginally legible due to reproducibility factors; Consultation held at George Washington University (Washington, DC, May 8-9, 1979).
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF06/PC35 Plus Postage.
Descriptors-*Asian Americans, Census Figures, *Civil Rights, Educational Needs, Females, Health Services, Housing, Immigrants, *Public Policy, *Social Problems
Identifiers-*Pacific Islanders

This report contains papers presented and the transcripts of proceedings of a consultation to the United States Commission on Civil Rights on the civil rights of Asian and Pacific Americans. The proceedings are divided into nine sections. Each section contains the transcripts of summarized presentations of papers, discussions on each topic, and the formal papers prepared for the consultation. Topics of the sections are: (1) an overview including presentations on civil rights, the identification of issues, and Federal exclusionary policy; (2) the policy, methodology, and impact of census issues; (3) women's issues, including discussions on poverty, politics, legal issues, military wives, the emerging role of Asian immigrant women, and health issues; (4) immigration issues including refugee policy, undocumented aliens, and policy impact and strategies; (5) the concerns of Pacific Americans; (6) issues in education; (7) employment issues; (8) housing issues; and (9) health and social service issues. (MK)

ED 189 054 SP 016 230

Team Sports Speedball.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-11p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Athletics, Elementary Secondary Education, *Physical Activities, *Physical Education, *Teamwork
Identifiers-Speedball

Speedball combines soccer and basketball skills to create a game that is easy to learn for those of average ability yet with possibilities for the highly skilled. It is ideal for younger, less skilled persons, but, since the game can call for a wide variety of techniques which require highly developed mental and physical skills, it is also suited for older, highly skilled players. Since speedball is closely related to other sports, the popular appeal of the game is high, especially to girls who enjoy playing a game resembling football. Rules for several variations of this game are included in this guide. (CJ)

Douglass, James B.

Applying Latent Trait Theory to a Classroom Examination System: Model Comparison and Selection.

Pub Date-Apr 80
Note-56p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Ability, *Achievement Tests, Course Content, Difficulty Level, *Equated Scores, Higher Education, *Latent Trait Theory, *Mathematical Models, Multiple Choice Tests, Test Items
Identifiers-*Rasch Model

The three-, two- and one-parameter (Rasch) logistic item characteristic curve models are compared for use in a large multi-section college course. Only the three-parameter model produced clearly unacceptable parameter estimates for 100 item tests with examinee samples ranging from 594 to 1082. The Rasch and two-parameter models were compared for consistency and validity of item calibration and for test equating with examinee samples of 200, 600, 800 and 1082. The Rasch model provided the most consistent and valid equating. For the two-parameter model, a calibration method using average item discrimination ratios provided better results than were obtained by calibrations based on item difficulty regressions. Practical guidelines for others interested in comparing latent trait models for their own applications are provided. Although the focus of the paper is on classroom testing, the methods and recommendations are applicable to testing systems in general. (Author)

ED 189 127 TM 800 293

Goodwin, Judy

Follow Through Program (Original), 1978-1979. Report No. 8023.

Philadelphia School District, Pa. Office of Early Childhood Programs.
Pub Date-Feb 80
Note-58p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, *Ancillary School Services, *Compensatory Education, Elementary School Mathematics, *Parent Participation, Participant Satisfaction, Primary Education, *Program Effectiveness, Program Evaluation, Questionnaires, Reading Achievement, School Health Services, *Staff Development, Student Teacher Ratio, Teaching Models
Identifiers-California Achievement Tests, Elementary Secondary Education Act Title I, *Project Follow Through

Philadelphia's Follow Through program in 14 schools was evaluated in terms of its educational, staff development, parent involvement, health services, and social services components. Cross-sectional reading and mathematics achievement data indicated that the Follow Through participants outperformed the non-Follow Through Title I group. Quasi-longitudinal achievement data were consistent with these findings, indicating that pupils with maximum exposure to Follow Through in grades 1-3 outperformed Title I non-Follow Through pupils, regardless of preschool experience. Classroom observation data indicated different behaviors were present in classrooms using the different Follow Through models: Bank Street, Behavior Analysis, Bilingual, Educational Development Center, Parent Implemented, and Philadelphia Process.

Teachers and aides participated in staff development workshops and consultations; most felt that these activities had produced changes in the classroom. Parent involvement included fund raising, training, and providing policy and budget advice, at the approximate rate of 14.3 hours per family. Health services data showed that in fourteen schools, nine had contracts for supplemental medical services, five for dental services, and six for psychological services. All of the schools employed Parent Involvement Coordinators, who assisted almost half of the families needing social service assistance. (Staff questionnaires and data tables are included). (Author/GDC)

ED 189 189 TM 800 371

Hall, Gene E.

Meeting the Concerns of Users: A Way to Implement Competency Testing.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-39p.; Paper presented at the Here Comes Competency Testing Conference (Boxborough, MA, May 18, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Strategies, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Higher Education, *Minimum Competency Testing, Models, *Program Implementation, Teacher Attitudes, *Teacher Responsibility
Identifiers-*Concerns Based Adoption Model, Levels of Use Interview, Stages of Concern Questionnaire (Hall et al)

Over the past few years, several complicated innovations, such as mainstreaming and minimal competency testing, have confronted teachers in addition to their usual responsibilities. In order to facilitate the teachers' implementation of such changes, the Concerns-Based Adoption Model (CBAM) was developed, using the teacher and the innovation as the frame of reference. Three of CBAM's diagnostic dimensions are the person's Stages of Concern About an Innovation; Levels of Use of the Innovation; and Innovation Configurations. The model may be applied to many different innovations in a variety of contexts. Competency testing is seen as an innovation because it introduces new testing procedures and necessitates a complex process of change. The implementation of competency testing should include emphasis on advance planning, attention to individual concerns and levels of use, and acknowledgement of the innovation configurations which are being implemented. (Author/GSK)

ED 189 080 SP 016 296

Massengale, John D.

The Prestigious College Football Coach: An Analysis of Sponsored Career Mobility.

Pub Date-Apr 80

Note-18p.; Manuscript prepared for delivery at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Athletes, *Athletic Coaches, *Career Ladders, *Employment Potential, Employment Qualifications, *Football, Higher Education, *Occupational Mobility, Promotion (Occupational)

The purpose of this study was to determine the extent of sponsored career mobility among the head football coaches at America's most prestigious football institutions. A group of the 30 most prestigious football programs from 709 four-year institutions were selected. Each institution supplied a press guide,'' containing career pattern data about each of the football coaches. Data produced by the analysis is presented in the form of descriptive statistics and pertains to experienced playing position centrality, classification of alma mater, first professional position, first head coaching position, and immediate prior professional position. The advantages of sponsored careers through the affiliation of prestigious football universities was found to be clearly unmistakable, regardless of the type of affiliation. (Author/CJ)

McCombs, Barbara L. Dobrovolny, Jacqueline L.

Times-to-Criterion: An Appropriate Outcome Variable for ATI Studies?

Pub Date-Apr 80
Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aptitude Treatment Interaction, Audiovisual Communications, Computer Assisted Instruction, *Individual Differences, *Individual Instruction, Learning Processes, *Pacing, Program Effectiveness, Research Problems, *Time Factors (Learning)
Identifiers-Air Force Advanced Instructional System, *Criterion Variables, *Self Instruction Modules

In the area of aptitude-treatment interaction (ATI) research, an outcome variable which has received relatively little attention is differential student learning times, or students' relative learning efficiency on one treatment as opposed to another. Although it has been argued that learning times are not appropriate variables for evaluating treatment effectiveness, the case may be made that (a) learning times are appropriate ATI outcome variables to examine in the increasing number of self-paced, criterion-referenced, and computer-based instructional environments; and (b) the study of differential learning time outcomes from treatments implemented in these self-paced environments can help advance our understanding of treatment component/learning strategy matches that contribute to increased learning efficiency. To determine the validity of this claim, generalizations from a number of ATI studies conducted in the context of the Air Force Advanced Instructional System are discussed. (Author/GSK)

ED 189 231 UD 020 730

Fleming, Margaret, Ed.

Administrative Regulations: Department of Desegregation Implementation.

Cleveland Public Schools, Ohio.

Pub Date-14 Jan 80

Note-140p.; Some charts may be marginally legible.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Administrative Policy, *Board of Education Policy, *Desegregation Methods, Elementary Secondary Education, *School Desegregation

Identifiers-*Ohio (Cleveland)

Pursuant to the July 1979 Remedial Order of the Federal District Court, this document represents the Cleveland Board of Education Administrative Regulations for the desegregation of the Cleveland school system. Seventeen areas are covered by the regulations: transportation, student assignments, safety and security, community relations, student training, magnet schools, reading skills, counseling and career guidance, student discipline, standardized testing, ability grouping, extracurricular activities, school closings and facility usage, staff assignments, use of experts, staff training, and cooperation with universities, businesses and cultural institutions. For each area, goals, required actions, roles and responsibilities of affected staff, criteria for effectiveness, minimum standards, time frames, and guidelines are covered. (Author/GC)

ED 189 027 SP 015 592

Eisner, Elliot W.

The Use of Qualitative Forms of Evaluation for Improving Educational Practice. Curriculum, Media and Instructions Occasional Paper No. 10.

Alberta Univ., Edmonton. Faculty of Education.

Pub Date-79

Note-19p.; Paper presented at the Faculty of Education Curriculum Lecture Series (February, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, Communication (Thought Transfer), Concept Formation, *Critical Thinking, Educational Philosophy, *Educational Quality, *Evaluation Criteria, *Evaluation Methods, Interpersonal Competence, Learning Processes

The major virtue of educational criticism is that it expands our understanding of how we come to know, consequently creating new avenues for educational evaluation and research. The task of the educational critic is to write in a manner enabling the reader to vicariously participate in classroom life, thus becoming familiar with the emotional aspects of teaching. (JD)

Baldauf, Richard B., Jr. Klingbergs, Imants E.

Marianas Test of English Achievement: Listening Comprehension, Structure and Vocabulary, Reading Comprehension. Manual, 1979 Edition, Forms A and B.

James Cook Univ. of North Queensland, Townsville (Australia). Dept. of Education.

Pub Date-79

Note-66p.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*English (Second Language), Grammar, Intermediate Grades, Junior High Schools, *Language Tests, Listening Comprehension, Reading Comprehension, Scoring, Testing, Test Interpretation, *Test Norms, Test Reliability, Test Validity, Vocabulary Skills

Identifiers-Mariana Islands, *Marianas Test of English Achievement, *Test Manuals

This manual for the Marianas Test of English Achievement (MTEA) provides a description of the tests, directions for administration and scoring, a discussion of the interpretation of scores, and norms based on all 1,780 children in grades 6 through 9 in the Northern Marianas Islands in October 1977 and May 1978. There are two equivalent forms of the test and separate norms for each form for both fall testing and spring testing. The tests are based on the Tate Oral English syllabus and have three parts: listening comprehension (45 items), structure and vocabulary (60 items), and reading comprehension (30 items). There are also norms for total scores. The test is designed for children for whom English is a second language. Norms for 42 children classed as native speakers are provided for comparison. Conversion tables for normal curve equivalents and for percentile ranks are given. In addition to the percentile rank equivalent to each raw score there is also an upper limit and a lower limit and a lower limit provided to express the range of one standard error of measurement above and below the percentile rank. A table provides Kuder-Richardson and test-retest reliability data for all subscores and the total score. (CTM)

ED 189 055 SP 016 233

Elementary Activities Guide for Physical Education.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-69p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletic Equipment, *Childrens Games, Elementary Education, *Lesson Plans, *Physical Activity Level, *Physical Education, *Physical Fitness, *Psychomotor Objectives

A child's elementary school years are referred to as the period of motor skill learning. Physical education goals for elementary school students should include: 1) the development and maintenance of a high level of physical fitness, 2) the development and maintenance of desirable skills in motor and social performance, and 3) the development and maintenance of wholesome habits and attitudes derived from adequate knowledge and understanding of the body, its structure, and functions. This curriculum guide covers aspects of program planning, student participation, and program evaluation of physical education for elementary school students. Activities for the various mental and physical abilities of students are detailed. (CJ)

ED 189 254 UD 020 766

Schenker, Joseph H. And Others

Title VII Junior High School Bilingual Program, 1978-79. Final Evaluation Report.

Community School District 15, Brooklyn, N.Y.
Pub Date- 79

Grant-G007700584
Note-10p.; Not available in paper copy due to broken print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Bilingual Education, Federal Programs, *Italian, Italian Americans, Junior High Schools, *Program Effectiveness, *Spanish, Spanish Speaking
Identifiers-*Bilingual Education Act 1968, *New York (Brooklyn)

This is the report of the evaluation of a Title VII bilingual bicultural program with both Spanish/English and Italian/English components. The program, which operated in three public and one private school in District 15, Brooklyn, New York, was designed to provide reading instruction in English and the student's native language, mathematics and social studies instruction (native language), and to develop a career awareness program, staff development training, an inservice undergraduate and graduate program, a bilingual learning and materials dissemination center, and a parent education and participation program. In this report, student test data are presented as indicators of the Title VII program's instructional objectives. It is concluded that, although the objectives were not met in the areas of reading and mathematics, the language assessment measure indicates that the program has had a considerable positive effect. Recommendations are offered for improving future evaluation designs. (Author/GC)

ED 189 008

SO 012 703

Britton, Enid

African Art and Culture for High School Students of Art. An Instructional Unit for Tenth through Twelfth Grade Art.

Illinois Univ., Urbana. African Studies Program.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 79

Note-48p.; For related documents, see SO 012 684-703.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, *Area Studies, *Art Education, Creativity, *Cultural Awareness, Dance, Educational Objectives, Evaluation Criteria, Folk Culture, Instructional Materials, Learning Activities, Music, Resource Materials, Secondary Education, Student Projects, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study

Identifiers-Africa

A semester-long unit on African art and culture for high school art students is presented. The unit is comprised of 12 lessons. Lessons one, two, and three examine the concept of the artist as a close observer. Students examine their attitudes about Africa, view filmstrips which depict early African art and sculpture, recreate an African sculpture with pen and ink, and create a collage of a map of Africa. Lessons four through six examine the artist as communicator. Students investigate the role of African artists in their society, describe in writing an African sculpture, The Primordial Couple,'' and analyze symbols in African masks. Lessons seven through twelve analyze the artist as creator: Students create an art object that can be used culturally and aesthetically, compare slides of African crafts with those of modern crafts, plan a program on African music and dance, and visit an art museum. Lesson twelve, an art practicum in which the students spend the remainder of the semester (10 weeks) crafting their art projects, culminates in an art show which includes music and dance. A selected bibliography of books, periodicals, films, filmstrips, slides, and photographs is included. (KC)

ED 189 081 SP 016 298

Hawk, Donald E.

Practicum and Laboratory Experiences: A Conceptual Model.

Pub Date-80

Note-16p.

Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Field Experience Programs, *Practicums, *Preservice Teacher Education, *Student Teaching, Teaching Experience

A rationale for including practicum and laboratory experiences within the teacher education program is discussed. The organization of these experiences within the teacher education program, as well as the responsiblíties that various faculty perform, is outlined. Finally, the nature of the planned experiences that represent the core of this conceptual model is described. (Author)

ED 189 106 TM 800 257

Huynh, Huynh Mandeville, Garrett K.

An Approximation to the True Ability Distribution in the Binomial Error Model and Applications. Research Memorandum 79-5.

South Carolina Univ., Columbia. School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Grant-NIE-G-78-0087
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cutting Scores, Error of Measurement, Mastery Tests, Statistical Analysis, Test Reliability, *Test Theory
Identifiers-Distributions (Statistics), Least Squares Statistics

Assuming that the density p of the true ability theta in the binomial test score model is continuous in the closed interval (0, 1), a Bernstein polynomial can be used to uniformly approximate p. Then via quadratic programming techniques, least-square estimates may be obtained for the coefficients defining the polynomial. The approximation, in turn will yield estimates for any indices based on the univariate and/or bivariates density function associated with the binomial test score model. Numerical illustrations are provided for the projection of decision reliability and proportion of success in mastery testing. (Author)

Norman, Donald A.

Twelve Issues for Cognitive Science.

California Univ., San Diego. Center for Human Information Processing.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Oct 79
Contract-N00014-79-C-0323
Note-54p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Artificial Intelligence, Biological Influences, *Cognitive Processes, *Intellectual Development, Learning Processes, Memory, Perception, *Psychology, *Research Needs, *Systems Approach
Identifiers-Emotions

Cognitive science is a science of intelligence, of knowledge and its uses. Research is psychological theory follows four major themes: Perception, Attention, Memory, and Performance. Only when the range of cognitive mechanisms and functions is known, can possible theoretical approaches characterizing human thought and cognition be distinguished. Advancement in the understanding of psychology becomes evident through a unifying, theoretical approach to cognitive phenomena, and consideration of fundamental processing principles from cognitive science. Several other fundamental concepts have been missing from cognitive studies, including the roles of culture, social interaction, emotions, and motivation. Cognitive scientists should make use of evidence from brain damage and mental illness, on the premise that a system operation can be revealed by the error that such damage causes. (Author/GSK)

Pike, Lewis And Others

Other Nations, Other People: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions.

Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-HEW-OE-78-19004
Pub Date-79
Contract-OEC-0-72-4618
Note-177p.; For related document, see ED 101 008.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (HE 19.102:N 21/3, Stock Number 017-080-01825-0, $4.75).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Attitude Measures, *Cultural Awareness, Elementary Secondary Education, Foreign Countries, Grade 4, Grade 8, Grade 12, *International Education, National Surveys, Predictor Variables, Public Schools, *Social Studies, *Student Attitudes, *Student Interests, Teacher Attitudes
Identifiers-China, Describing Nations, Describing Nations and Peoples, Educational Testing Service, Egypt, France, Mexico, School and Community Questionnaire, Student Background and Interests Questionnaire, Teacher Background and Interest Questionnaire, United States, USSR, Your Interest in Foreign Countries

This report by the Educational Testing Service (ETS) presents information collected from a representative sample of public school students (1,728 from 55-60 schools in grades 4, 8, 12 from 27 states) in the United States during the fall of 1974. The information was used for an ETS survey directed toward international education aspects of social studies. The project was initiated in 1972 by the United States Institute of International Studies to provide a better understanding of student interests, knowledge, attitudes, and perceptions regarding other nations and peoples. In addition, school and community questionnaires and teacher questionnaires were administered to provide supplementary data to help interpret the student responses. The results are displayed in 60 tables and reflect examples of the extent of student illiteracy in world affairs. On the positive side, results also show the student interest that schools have to build on early in the educational process, and provide confirmation for the belief that if schools care to, they can make significant differences in students knowledge and perceptions. (Author/GSK)

ED 189 211 UD 020 631

Stahl, Robert J. And Others

Does Setting Make a Difference? A Comparative Study of Pre-College Psychology Courses Offered in Urban-Suburban and Rural School Settings.

Pub Date-11 Apr 80
Note-65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, *Course Content, *Course Objectives, Courses, *Psychology, Questionnaires, Rural Schools, *Rural Urban Differences, Secondary Education, *Secondary School Teachers, Suburban Schools, *Teaching Methods, Urban Schools

This report explores the status of the teaching of psychology as a separate course on the pre-college level and examines the nature of the differences between urban-suburban and rural teachers, their courses, and their classes. One hundred sixty-two urban-suburban and 166 rural school teachers in Illinois were surveyed via questionnaires. Students enrolled in psychology courses from randomly selected schools also completed questionnaires. Data indicated few differences between urban-suburban and rural teachers, apart from those which could be attributed to school size. The two groups of teachers were found to teach courses that were very similar in content, objectives, and methods. Data suggest greater variation among teachers in each setting than exists between the two groups. It can be concluded that rural-urban differences in courses, teachers, and school curricula, which traditionally have been assumed to be significant, are in reality small or nonexistent. Tables of data are included. Questionnaire responses, a review of literature, and findings of a related study are appended. (Author/MK)

ED 189 232 UD 020 734

Guidelines and Instructions for the Comprehensive District Plan and Application for PSEN and ESEA Title I Funds. School Year 1980-81.

New York State Education Dept., Albany.
Pub Date- 80
Note-45p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compensatory Education, Elementary Secondary Education, *Financial Support, Program Development, Program Evaluation, Program Proposals, *Program Validation, *Remedial Programs, State Departments of Education, *State Standards
Identifiers-*Elementary Secondary Education Act Title I, *New York, Pupils with Special Educational Needs

The State of New York Education Department requires that school districts submit applications demonstrating their efforts to provide remedial instruction to all students in need. The program plans reported in the applications should reflect unified procedures for needs assessment, evaluation, and data analysis. The reporting procedure should ensure the maintenance of fiscal records and the integrity of accounts for auditing purposes. The development of unified and comprehensive plans will allow for the coordination of funds for remedial programs, including funds provided by the Elementary and Secondary Education Act Title I and Pupils with Special Educational Needs (PSEN). This booklet provides guidelines to school districts for use in developing comprehensive remedial plans and in completing applications for reporting remedial activities and programs. Information is included on relevant statutes and regulations. Guidelines are presented for program development and for reporting needs in the following areas: planning, personnel, programs, staff development, evaluation, records, applications, and project review and approval. Detailed instructions are provided for project application completion. (MK)

ED 189 028 SP 015 815

Crawford, Florean D. Cone, Richard

Tooth Tutoring. A Mini-Course Idea Book for Elementary Grades.

University of Southern California, Los Angeles.

Spons Agency-American Fund for Dental Health.

Pub Date-79

Note-152p.

Available from-Joint Educational Project, University of Southern California, Los Angeles, CA 90007 ($5.00)

Language-English; Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Activities, Dental Health, Elementary Education, Health Education, *Minicourses, *Peer Teaching, *Primary Education, Programed Instruction, Small Group Instruction

This book provides suggestions for teaching a minicourse in dental hygiene. It is designed to serve as a guide for a health program for upper elementary students and also as a guide to implementing a tooth tutoring program. This program trains grade five students to tutor younger students in the basic principles of dental health. Each section includes a Spanish vocabulary of dental terms. (JD)

Outdoor Education/Related Activites Instruction for Students in Grades 7-12.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-22p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adventure Education, *Field Trips, *Lifetime Sports, *Outdoor Activities, *Outdoor Education, Physical Education, Recreational Activities, *Secondary Education
Identifiers-Backpacking, Fishing, Hunting

A description is given of a physical education course in outdoor education for junior and senior high school students. Sports featured are hunting, fishing, and backpacking. For each sport the objectives and activities are described and needed materials listed. Included in this booklet is an outline of an eighteen week semester of lifetime sport activities. (JD)

ED 189 128 TM 800 294

Butkowsky, Irwin S.

General versus Task-Specific Measures of Children's Causal Attributions: Their Relationship to Achievement Behavior and Reading Ability.

Pub Date-Apr 80

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Faint type may not reproduce clearly.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability, *Attribution Theory, Grade 5, Intermediate Grades, *Locus of Control, Males, Performance Factors, Personality Measures, *Predictive Validity, *Reading Achievement, Test Validity

Identifiers-*Anagrams, *Intellectual Achievement Responsibility Quest, Learned Helplessness

The relationships of children's perceptions of the causes of academic success or failure to achievement behavior and to reading ability were examined using two measures: Crandall's Intellectual Achievement Responsibility Scale (IAR), and a measure of students' causal attributions relating to performance of a single, specific task. Subjects were fifth grade boys of good, average, or poor reading ability who were later assessed on a reading task in which success or failure was manipulated. An assessment was also made of the subjects' initial expectations of success, persistence in the face of difficulty, and causal attributions for success or failure in the reading task which had a manipulated outcome. The IAR yielded scores representing total internal locus of control, internality for success, and internality for failure, as well as subscores reflecting causal attributions of ability or effort. IAR results demonstrated poor convergent validity with the task-specific causal attribution measure. The task-specific measure appeared to have greater predictive validity in relation to reading test performance and to general reading ability, than the IAR, which measured a general or global perception of locus of control. (Author/GDC)

ED 189 082 SP 016 303

Acanfora, Jerry A.

A History of Black Professional Football Players from 1900-1946.

Note-15p.; Paper presented to the North American Society for Sport History (Banff, Alberta, Canada).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletes, *Athletics, *Biographies, *Blacks, *Football

The history of Black professional football is obscure, although it is known that in the early years Black and White athletes played together on basis of ability. Several Black Americans were members of early professional football teams; however, in the late 1920s, they seemed to disappear from team rosters. Each of the eighteen Black professional football players that played between 1900-1946 are identified by team, and a brief biographical sketch is presented. (CJ)

ED 189 107 TM 800 258

Moran, Edward And Others
Assessing and Improving the Accuracy of Title I Evaluation with Grade-Appropriate Tests. NTS Paper Series.
NTS Research Corp., Durham, N.C.
Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, *Achievement Tests, Compensatory Education, *Difficulty Level, Grade 3, *Item Analysis, Primary Education, Reading Tests, *Scoring, Test Construction, Test Items, *Test Reliability, *Test Selection
Identifiers-*Elementary Secondary Education Act Title I, Rasch Scaled Scores, West Virginia

Since grade-appropriate levels of standardized achievement tests must frequently be used in Elementary and Secondary Education Act Title I evaluations, there may be large discrepancies between test difficulty and the achievement level of those being tested, with resultant inaccuracies in the scores. Procedures based on the Rasch scaling model were used to assess the degree to which scores on grade-appropriate reading achievement tests reflected true achievement, and to develop a subset of the item battery that reflected true achievement and that could be linked to national percentile ranks. Comprehensive Tests of Basic Skills reading vocabulary and reading comprehension subtest scores were obtained for 1,000 West Virginia third graders, and submitted to a Rasch scaling analysis using the BICAL computer program. BICAL performed the scaling, assigned item difficulty and student ability values, and generated item-fit statistics for each item and for six student ability groups. Results of the reliability analyses contradicted the original expectations. In conclusion, there was support for testing achievement with a subset of items that was most appropriate for low-achieving students. Similar procedures were recommended for assessing performance of a specific skill. (Author/GDC)

ED 189 149 TM 800 319

Frederiksen, John R.

Models for Determining School Effectiveness.

Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Aptitude Treatment Interaction, Basic Skills, *Educationally Disadvantaged, *Educational Quality, Elementary Education, Elementary School Mathematics, Family Characteristics, Models, Parent Background, Reading Achievement, Urban Schools
Identifiers-Michigan Educational Assessment Program, *School Effectiveness, *Search for Effective Schools Project

A major purpose of the Search for Effective Schools Project has been to explore the truth of the following two propositions: that both pupil response to instruction and the delivery of instruction are functions of pupil background, prior knowledge and level of achievement. That is, the project sought to demonstrate the existence of effective schools in which teachers succeed in imparting the basic skills of reading and mathematics to both poor and non-poor children. One goal was to locate variables that describe the educational resources offered by a pupil's family, and that in the case of some schools, appear to limit their educational effectiveness in teaching the basic skills. Using the Michigan Educational Assessment Program tests, administered to 4th and 7th grade pupils, each background variable was separately used as a pupil classifier. The pupils were then divided into five levels on the basis of mother's and father's education. It was found that effective urban schools do exist, and achieve high levels of performance in reading and mathematics for all children they enroll, including those from educationally disadvantaged backgrounds. (Author/GSK)

ED 189 255 UD 020 768

Fox, Louise W. Fox, David J.

ESEA Title VII, Program for Achievements in Chinese, English and Spanish (PACES). Interim Report, 1978-79.

Community School District 2, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007700415
Note-38p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Education, Chinese, *English (Second Language), Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development
Identifiers-*Bilingual Education Act 1968, *New York (New York)

The primary goals of the Program for Achievement in Chinese and English and Spanish was to provide for the special linguistic, academic, and cultural needs of Chinese and Spanish speaking students in grades seven, eight, and nine. Program activities capitalized on students' native language proficiency while they developed competency in English. Program components included instructional activities, staff development, parent and community involvement, and curriculum and resource center development. Evaluation of the program was completed through the use of pre/posttest student achievement data and questionnaires completed by teachers. Questionnaire findings indicated that the staff development component was successful. Achievement test data indicated inconsistent attainment of goals in both Chinese-English and Spanish-English components across all grade levels. Recommendations for future program implementation are included. (MK)

ED 189 029 SP 015 863

Creswell, John L.

A Study of Sex-Related Differences in Mathematics Achievement of Black, Chicano, and Anglo Adolescents.

Pub Date-80
Note-6p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Adolescents, Anglo Americans, Blacks, *Ethnic Groups, *Mathematics Instruction, Mexican Americans, *Parent Influence, Peer Influence, *Sex Differences, Social Influences, *Student Attitudes

Differences between black, anglo and chicano male and female adolescents were studied to determine the extent to which these differences are associated with differences in attitude toward mathematics, parental influence, peer influence, and societal influence. Findings supported the conclusions of similar studies with the exception of a more significant mother influence on student attitudes. Sex was found to be a non-significant factor while race was a significant variable. (JD)

ED 189 057 SP 016 241

Borich, Gary D.

Three Models for Conducting Follow-Up Studies of Teacher Education and Training.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Organisation for Economic Cooperation and Development, Paris (France).

Note-35p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Gains, *Evaluation Criteria, *Evaluation Methods, *Followup Studies, *Inservice Teacher Education, Needs Assessment, *Preservice Teacher Education, *Program Implementation, Program Improvement, Teacher Effectiveness

This paper presents three methodological models that can be employed in conducting follow-up studies of preservice and inservice teacher training. The needs assessment model evaluates effectiveness by the discrepancy between what is'' and what should be.'' The relative gain model assesses relative pupil improvement. The process-product model of evaluation tests the appropriateness of behaviors taught to teachers and to what degree the program can produce these behaviors. Implementation steps for each model are included, along with a section of case studies'' that show the different applications possible with each model. (CJ)

ED 189 009 SO 012 707

Bosserman, Phillip

The Division of Labor and Leisure in Modern Society: A New Form of Solidarity.

Pub Date-Aug 79
Note-23p.; Paper presented at Annual Meeting of the American Sociological Association (74th, Boston, MA, August 27-31, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Role, Futures (of Society), *Industrial Structure, *Leisure Time, Research Needs, *Social Change, Social Indicators, Social Integration, *Social Values, *Sociocultural Patterns, Sociology

The paper suggests that new values created by modern forms of leisure have intersected with critical changes in the work structure to form a new social pattern. The new pattern emerges from a crisis in industrial societies. Factors which have created this crisis include the rupture of the time frames of society (how work and non-work are allocated); changes in the division of labor (the decline of technical labor due to automation); scientific and technological changes; aesthetic-ethical mutations (new values evolving from people's use of and increasing desire for leisure); and major changes in the world's economy. The end result is a new social solidarity called corporate communalism. It is characterized by a scaling down of size, a recovery of community, an appreciation of tradition, and a new form of differentiated labor in which individuals diversify. However, one must be aware of two currents which run counter to these new patterns: the power of the marketplace, particularly advertising, and the ideology of progress which is closely related to growth and size. The author concludes that sociologists should study the contours of the new solidarity as a potential scientific research program. (Author/KC)

ED 189 083 SP 016 305

Abercrombie, Betty

Innovative Curriculum Revision (Competency-Based).

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 10-12, 1980). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Competency Based Teacher Education, *Curriculum Design, Learning Experience, Learning Modules, *Physical Education, *Preservice Teacher Education, *Program Descriptions

A four year competency based education course for prospective physical education teachers is outlined. This course is divided into blocks and modules. The blocks consist of an arrangement of integrated learning experiences (combined from subjects conventionally separated) and directed toward specific student outcomes. The modules are units of a block providing learning experiences related to specific cognitive content and/or concepts. (JD)

ED 189 171 TM 800 348

Sternberg, Robert J. Gardner; Michael K.

Unities in Inductive Reasoning. Technical Report No. 18.

Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Oct 79
Contract-N0001478C0025
Note-66p.; Portions of this paper were presented at the Annual Meeting of the Society for Mathematical Psychology (Providence, RI, August, 1979).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classification, Cognitive Measurement, *Cognitive Processes, Correlation, Higher Education, *Induction, *Intelligence, Models, Response Style (Tests)
Identifiers-Analogy Test Items, Series Completion

Two experiments were performed to study inductive reasoning as a set of thought processes that operates on the structure, as opposed to the content, of organized memory. The content of the reasoning consisted of inductions concerning the names of mammals, assumed to occupy a Euclidean space of three dimensions (size, ferocity, and humanness) in organized memory. Problems used in the experiments were analogies, series, and classifications. They were presented in unrestricted-time form by paper and pencil for-choice items and tachistoscopically as two choice items. Time required in the tachistoscopic form was assumed to be an additive combination of five stages: selection of components of the problem, of strategy, of internal representations for the information, of a speed-accuracy trade off, and the monitoring of solutions. Results partially confirmed the vector model of memory space for names of mammals. Response latencies confirmed the prediction that analogies required one more processing step than did series, which in turn required one more step than did classifications. The significance of these findings for the explanation of general intelligence is discussed. (Author/CTM)

ED 189 212 UD 020 632

Schubert, Jane G.

A National Demonstration of Educational Equity Resources for Women: Design Phase. Needs Assessment.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Mar 80

Contract-300-79-0711

Note-82p.; Some tables and figures may be marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Access to Education, Elementary Secondary Education, *Equal Education, Females, Field Studies, *Needs Assessment, Nondiscriminatory Education, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Student Attitudes

Identifiers-*Arizona (Tucson)

Qualitative and quantitative research methods were used to conduct an areawide assessment of equity needs in Tucson, Arizona. The needs assessment consisted of findings from a comparison of male-female data found in existing archival materials, a critical incident study of individuals who are supportive of equity practices and who are likely to participate in the implementation of a national demonstration in Tucson, and a survey that asked elementary and secondary students about attitudes on job suitability, division of labor at home and school, and class preferences. Evidence of imbalance in enrollments was found; women were underrepresented in academic and vocational courses that serve as prerequisites for higher paying jobs. A persistance of stereotypic role perceptions, especially among elementary students, but also among junior and senior high school students, was evident. Findings also indicated that high school women perceive inequities in athletic opportunities and other aspects of the school program. Reluctance on the part of female students to enroll in nontraditional courses was found, even when they expressed a desire to do so. Implications for program requirements are discussed in this report. Critical incident and student survey instruments, as well as instructions for the administration of the surveys, are appended. (MK)

ED 189 233 UD 020 737

The 1978 HUD Survey on the Quality of Community Life; A Data Book.

Harris (Louis) and Associates, Inc., New York, N.Y.
Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report No.-HUD-PDR-350
Pub Date-Nov 78

Note-1,357p.; Not available in paper copy due to broken print in tables.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Community Satisfaction, Futures (of Society), Interviews, *Public Opinion, *Quality of Life, Residential Patterns, Surveys, Tables (Data), *Urban Areas, Urban Demography, *Urban Environment, Urban Improvement, Urban Planning, Urban Problems

More than 7,000 adults were interviewed to determine attitudes Americans have toward their urban areas and to assess the quality of life in the United States. This volume presents a compilation of data gathered through the interviews. The volume is organized into five sections. Section A provides information related to community satisfaction, attributes of kinds and sizes of communities, assessments of past American urban life, and projections of future community characteristics. Information on what Americans see as the specific problem affecting their communities and how they evaluate the severity of those problems is provided in Section B. The frequency with which neighbors interact and preferences for neighborhood composition are focused on in Section C. Section D contains data concerning public use of facilities, work location, and commuting patterns. Section E describes Americans' evaluations of public services and governmental involvement with those services. Section F gives data on preferences about place of residence and housing type. Section G describes changing community trends and their impact on residential preferences. (Author/MK)

Mintz, Susan L. Yarger, Sam J.

Conceptual Level and Teachers' Written Plans.

Pub Date-Apr 80
Note-20p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques, *Decision Making, Elementary Education, Instructional Materials, *Lesson Plans, Media Selection, Preservice Teacher Education, Student Characteristics, *Teacher Characteristics, *Teaching Methods

Teachers devise lesson plans based on one of two conceptual levels'' (degree and kind of materials, diagnosis, student background research, and classroom and time management). Higher conceptual level (HCL) teachers emphasize diagnosis and student characteristics in their plans, while lower conceptual level (LCL) teachers give special consideration to materials and classroom techniques. A study of the lesson planning procedures of 68 elementary school teachers provided categorical data on the tasks typically involved in the planning process. The results indicate that there is no significant difference between HCL and LCL plans, although the differences become more significant when the teachers are further subdivided into age, grade levels taught, and length of time used for planning. Implications for teacher training programs are presented. (CJ)

Juola, Arvo E.

Grade Inflation in Higher Education-1979. Is It Over?

Michigan State Univ., East Lansing. Learning and Evaluation Service.
Pub Date- Mar 80
Note-12p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Practices, *Grade Inflation, *Grade Point Average, Higher Education, Longitudinal Studies, National Surveys, *Trend Analysis, *Universities

A third survey of grade trends was made in summer, 1979 to verify whether the slight drop in college grade-point averages (GPAs) detected in 1975 represented a break in the 15-year trend toward higher grades. Responses were received from 180 colleges from a systematic sample of 361 colleges which offer graduate degrees (a 50% return). The results confirmed the slight drop of .02 of a GPA point detected earlier from 1974-1975. This was followed by additional slight decrease in GPA from 1975 to 1976, 1976 to 1977, and essentially no change from 1977 to the fall term of 1978-79. The data certainly suggests a cessation of the 15-year trend toward higher grades but not a regression back toward earlier levels. The total drop in GPA from 1974 to 1978 was but .042 GPA points with no decrease in the last year. This drop is minute in relationship to the .432 GPA point rise from 1960 to 1974. The data also indicate that GPA changes for graduate students resemble those of undergraduates. Over 70% of the respondents reported taking specific action to curb grade inflation, such as: informed dialogue, formal deliberation, research, or dissemination of grading reports; few have changed their grading systems. Although the era of student activism and dramatic social change has passed, new forces such as consumerism, enrollment decline, and instructional innovation, will exert some pressure for higher grades. (Author/CP)

ED 189 150 TM 800 320

Klausmeier, Herbert J.

Motivational Procedures in School Settings.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Academic Aspiration, Cognitive Development, Elementary Secondary Education, *Goal Orientation, Individualized Instruction, Intervention, *Motivation Techniques, *Student Behavior, *Student Motivation

Two concerns in education are student lack of motivation for achieving subject-matter knowledge and skills, and a high incidence of both disruptive and withdrawal behavior. The state of the art with respect to the motivational procedures teachers employ with students is in question. This paper attempts to answer by dealing with these related areas: (1) Is student motivation for achieving desired educational outcomes of concern to educators?; (2) Is current motivational theory adequate for explaining student motivation? Is it useful for increasing student motivation?; and (3) What kinds of research strategies are appropriate for formulating and validating procedures for increasing student motivation? It is indicated that many conditions of learning are related to consistently low educational achievement and disruptive student conduct. The suggestion is that the development and validation of motivational procedures in schools require problem-solving research in which researchers and practitioners together attempt to find ways of increasing motivation among particular students in particular schools. Other conditions of learning and teaching require research, along with motivation, because inadequacies in the school's curricular, instructional and advising arrangements and home-school relations are a major source of motivational problems. (Author/GSK)

ED 189 191 TM 800 373

Byars, Alvin Gregg

Practical Procedures for Constructing Mastery Tests to Minimize Errors of Classification and to Maximize or Optimize Decision Reliability.

Charleston County School District, North Charleston, S.C.
Pub Date-Apr 80
Note-41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980). Prepared by the Office of Evaluation and Research. Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cutting Scores, Difficulty Level, Grade 4, Intermediate Grades, Item Banks, *Mastery Tests, Predictor Variables, *Test Construction, Test Items, Test Reliability, *Test Validity
Identifiers-Beta Binomial Model, *Test Length

The objectives of this investigation are to develop, describe, assess, and demonstrate procedures for constructing mastery tests to minimize errors of classification and to maximize decision reliability. The guidelines are based on conditions where item exchangeability is a reasonable assumption and the test constructor can control the number of items on the test and its cutoff score. Eight steps for minimizing errors of classification are described. The major difficulty of the procedure is the identification of an appropriate criterion variable. Suggested is the identification of a reasonable concurrent criterion variable in order to set temporary standards of mastery until sufficient longitudinal data can be obtained. The procedure for maximizing decision reliability involves five steps. A shortcut to the procedure is provided in the form of tables for determining the proportion correct for mastery for tests ranging in length from five to ten items. A major advantage of the procedures described for generating mastery test forms from an item bank is that they are well within the reach of most local school districts desiring accuracy in mastery assessment programs. The procedures do not require unduly complicated computational procedures. (Author/GSK)

ED 189 058 SP 016 243

Peck, Robert And Others

Teacher Characteristics that Influence Student Evaluations.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Elementary School Students, Feedback, *Personality Assessment, *Self Concept, Student Attitudes, *Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness

The relationship between teacher personality traits and student evaluation of teacher performance was studied. Fifty-three teachers from four elementary schools were rated by their sixth grade classes. The evaluating instrument was administered six weeks into the school year and again at the end of the year. Ratings were also provided by experienced observers and the teachers' self-evaluation. Comparisons between the three sets of evaluations were made and included consideration of changes in teacher behaviors resulting from feedback from students. (JD)

Sinclair, Ken Nicoll, Vivienne

The Sources and Experience of Anxiety in Practice Teaching.

Spons Agency-Australian Education Research and Development Committee, Canberra.

Pub Date-80

Note-27p.; Paper presented at the annual conference of the South Pacific Association of Teacher Education (1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety, Classroom Environment, Classroom Techniques, *Coping, Elementary Secondary Education, Preservice Teacher Education, *Stress Variables, *Student Teachers, *Student Teaching, *Teacher Behavior

For most student teachers, practice teaching is a difficult and anxiety-provoking experience. Anxiety arises when feelings of self-adequacy and security are threatened. A survey of 84 teacher education majors shows that anxiety levels are often high immediately prior to the internship; however, the anxiety level gradually declines by the middle of the practice teaching. These students tend to approach classroom control as a means of producing a less anxiety-provoking atmosphere. Interviews with 24 student teachers indicate that most anxiety stems from concerns about: 1) fulfilling expectations, 2) relating to pupils, 3) relating to cooperating teachers and supervisors, and 4) achieving lesson goals. This anxiety is expressed through physical symptoms, thoughts of failure, and various methods of coping'' (responses associated with threat reduction). Despite the decrease in the anxiety level that comes with the accumulation of experience, teachers will continue to feel the stress and strains that are a part of their profession. (CJ)

ED 189 108 TM 800 259

Cahan, Emily

Audio Visual Materials on Educational Testing and Assessment.

National Consortium on Testing, Cambridge, Mass.
Pub Date-Oct 79
Note-31p.
Available from-Huron Institute, National Consortium on Testing Project, 123 Mt. Auburn St., Cambridge, MA 02138 ($3.00).
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, Audiotape Recordings, *Audiovisual Aids, Disabilities, *Educational Testing, *Filmographies, Films, Filmstrips, Psychological Testing, Standardized Tests, Test Interpretation, Videotape Recordings

This list of audiovisual materials on educational testing and assessment has been compiled from a variety of sources; the primary source was the National Information Center for Educational Media's Index to 16mm Educational Films, 1977 edition. Although the items are annotated, no attempt was made to review or to endorse any of the materials listed. Each bibliographic citation includes the title, annotation, name and address of publishers/distributor, year of publication, type of media, and length for example, 2-inch videotape, 30 minutes, color. The item's price (rental or purchase) is indicated in some instances. The four sections in this bibliography describe 5 videotapes, 28 audiotapes/records, 32 filmstrips, and over 50 films. Topics covered include intelligence testing; achievement tests; personality tests; testing of multiply handicapped students; college entrance examinations; and instructions for constructing, administering, taking, and interpreting a number of types of tests. (GDC)

ED 189 256 UD 020 769

Benedict, Annette

Title VII Individualized Bilingual Instructional System. Final Evaluation Report, 1978-1979.

Community School District 23, Brooklyn, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Grant-G007804524

Note-25p.; Not available in paper copy due to light print.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Bilingual Education, Elementary Education, Federal Programs, Individualized Instruction, *Parent Participation, Program Effectiveness, Program Evaluation, *Spanish Speaking, *Staff Development

Identifiers-*Bilingual Education Act 1968, *New York (Brooklyn)

This is an evaluation of a Title VII bilingual education program carried out for Spanish speaking students in grades K-5 at Public School 155 (P.S. 155), Brooklyn, New York. A brief background of Title VII legislation is given. Instructional goals, staff development, parent involvement, and the development of a bilingual curriculum are listed as general objectives of the legislation. Specific objectives for the program at P.S. 155 are outlined. These include parent involvement and staff development, as well as student achievement in English and Spanish reading, mathematics, and bicultural education. Student progress is indicated by results from pre and post test scores. Other school and extracurricular activities undertaken as part of the program are also described. It is concluded that the P.S. 155 Title VII program was a general success, benefitting students, staff, and parents. Brief recommendations are offered in the areas of improved student records, expanded school activities, staff roles, and the extension of the program to a neighborhood parochial school. (GC)

ED 189 010 SO 012 708

Pulliam, John D.
Toward a Futuristic Theory of Education.
Pub Date-80
Note-11p.; Paper presented at the Global Conference on the Future (1st, Toronto, Canada, July 20-24, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Needs, *Educational Philosophy, Elementary Secondary Education, *Futures (of Society), *Relevance (Education), *Self Actualization, *Student Needs

The paper proposes basic principles and a priority of values as a guide to futuristic thinking about the role of education. The author stresses that education is charged with teaching skills and information necessary for survival, coping with change, and controlling the human life space; socializing the young; and enforcing public policy. Educational philosophy should be evaluated in the light of alternative life styles, increased leisure, the decline of the work ethic, and new concern for the creative imagination. In this light, educational philosophy must be dynamic and evolutionary. Although futures thinkers tend to be a diverse group, certain common areas of agreement relevant to education can be identified: to achieve human survival with maximum realization of potential; accept change for what it is and learn to use it; have faith in the human ability to control the future; use the past but avoid obsolete values and attitudes; not to confine future educational theory only to educational institutions; keep means and ends in perspective; and achieve broadly based, interdisciplinary educational philosophy. In summary, the task of education is to help reconcile the individual to his world and to insure dignity and the maximum realization of the human potential. (Author/KC)

ED 189 031 SP 016 029

Ivey, Ellis, II

Developing and Administering a Nonmetropolitan Teacher Education Program.

West Virginia Wesleyan Coll., Buckhannon, W. Va.
Pub Date-Aug 79
Note-138p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Qualifications, *Church Related Colleges, College Administration, *Community Attitudes, Curriculum Design, Elementary Secondary Education, Higher Education, Needs Assessment, Program Improvement, Public Opinion, *Rural Education, *School Community Relationship, *Teacher Education

This study explores a design for a curriculum model for improving the preparation of teachers for rural schools. It was based on surveys and interviews conducted to assess needs, characteristics, and attitudes of rural communities. The functions and responsibilities of the college administrator were also examined with particular emphasis on the role of the small church-related college in rural education. Results of the surveys are analyzed and models are presented of both administrative organization for rural colleges and curriculum for education majors. (JD)

ED 189 172 TM 800 354

Aaronson, May And Others

Use of Preschool Preposition Test for Mentally Retarded and Other Handicapped Children.

Pub Date-Apr 80
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Autism, *Cognitive Tests, *Disabilities, Emotional Disturbances, Institutionalized Persons, Item Analysis, *Language Tests, Mental Age, Mental Retardation, Physical Disabilities, Preschool Children, Preschool Tests, Receptive Language, Sex Differences, Student Behavior, Test Norms, *Test Reliability, *Test Validity, Verbal Learning
Identifiers-*Prepositions, *Preschool Preposition Test

The usefulness of the Preschool Preposition Test (PPT) as a cognitive screening and diagnostic tool for handicapped children is demonstrated through results of eight independent studies. The subjects were 354 children and youths, aged two to 20 years, with various handicaps: mentally retarded, autistic-like, moderately emotionally disturbed, severely emotionally disturbed, homeless institutionalized, and physically handicapped. The PPT showed statistically significant correlations with other cognitive measures including the Stanford-Binet Intelligence Scale, Peabody Picture Vocabulary Test, Columbia Mental Maturity Scale and Carrow Auditory Test of Language Comprehension. Ratings by teachers on the Classroom Behavior Description Checklist did not correlate with PPT scores, but ratings of mothers' stimulation and nurturance behavior did. When PPT mean scores for the handicapped children were compared with those of the normal standardization sample, scores for the handicapped children were lower at every chronological age except for the emotionally disturbed samples. The PPT has special value for testing otherwise untestable children on abstract thinking and spatial reasoning, for development of new prescriptive programs, and as an added dimension in decisions for special education placement. (Author/CP)

ED 189 213 UD 020 633

Williams, David L., Jr.

Validation of Effective Staff Development/Inservice Education Strategies.

Southwest Educational Development Lab., Austin, Tex.

Pub Date-Apr 80

Note-49p.; Not available in paper copy due to institution's restriction. Table 5 will not reproduce well due to print size. Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Inservice Teacher Education, Interviews, *Program Development, *Program Improvement, *School Desegregation, *Staff Development, Surveys

The goal of the Ways to Improve Education in Desegregated Schools (WIEDS) project is to establish a regional information base for the southwestern United States (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) concerning successful desegregation strategies and remaining areas of need in desegregated schools. Such information will be the basis for developing a set of staff development/inservice education (SD/IE) models and guidelines for desegregated and desegregating schools. This paper describes a survey and interviews conducted by WIEDS of local school superintendents, General Assistance Center personnel, parents and community people, school personnel, and students in the six-state area as a means of identifying important elements which can assist in developing such models and guidelines. Data obtained from the survey and interviews were analyzed to examine the relationships between demographic characteristics of sites, respondents, and interviewees and (1) their perceptions regarding desegregation strategies employed and (2) their reports of remaining areas of need. Findings indicate that no one set of strategies alone can be employed to facilitate successful desegregation, and that collaboration and cooperation by many levels of people and on a variety of issues and activities are required. Based on implications of the findings, 17 content areas are identified for inclusion in SD/IE models and guidelines. (Author/MK)

ED 189 234　　UD 020 738

Gonzalez, LaVerne

Political Aspects of Puerto Rican Literature, Primarily Insular.

Pub Date-Apr 80

Note-10p.; Not available in paper due to smudged print.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anthologies, *Hispanic American Literature, Literature Reviews, *Poetry, *Political Influences, *Puerto Ricans

Supporting her theory that the Puerto Rican has a uniqueness which she calls el jibaro,'' Maria Teresa Babin has edited an anthology, Borinquen.'' The anthology, a political treatise in its own right, presents an historical and topical view of representative'' Puerto Rican literature. The literature, sometimes superficially nonpolitical, serves a political purpose as Babin interprets its meaning in her introduction to each section. The cry for freedom, for dignity, and for involvement in one's own destiny remains constant in every work. Babin has given to the English speaking reader a collection of Puerto Rican literature which represents the best writing of the culture and shows the reader how to read it. The political theme may not be denied or ignored as writers call for the right to their own language, their own architecture, and their own alliances. By geographical incident and innate nature, the Puerto Rican is political, whether on the island or the mainland. (Author/GC)

Kugle, C. L. Calkins, Dick S.

The Effect of Considering Student Opportunity to Learn in Teacher Behavior Research. Research Report No. 7.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 76
Contract-NIE-C-74-0088
Note-81p.

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ability Grouping, Achievement Rating, *Educational Opportunities, Elementary Secondary Education, *Evaluation Methods, Predictive Measurement, Predictor Variables, *Statistical Analysis, *Teacher Behavior, Teacher Influence, *Time Factors (Learning)

Part of the Evaluation of Teaching Project (EOTP), this research report uses statistical analysis to examine: 1) whether students who had an opportunity to learn classroom material differ in posttest achievement from those students who did not have sufficient time to learn, 2) whether the relationships between teacher behaviors and student achievement differ for different pupil-ability groups, and 3) whether teacher behavior characteristics are related to pupil achievement for students with the opportunity to learn. Thirty-two fifth grade classes were pretested to determine their high, middle, or low learning ability. The 950 students were then taught from the same curriculum guide, rated by their teachers on their opportunity to learn, and tested. It was also found that teacher behavior is an insignificant variable in the prediction of student achievement. Discussion of data and evaluation problems and statistical charts are included. (CJ)

ED 189 130 TM 800 296

Mills, Craig N. Hambleton, Ronald K.

Guidelines for Reporting Criterion-Referenced Test Score Information.

Pub Date-Apr 80
Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Criterion Referenced Tests, Educational Objectives, Elementary Secondary Education, *Guidelines, *Information Needs, Information Utilization, *Scores, *Testing Problems, *Test Interpretation, Test Items
Identifiers-*Test Reporting

General guidelines exist for reporting and interpreting test scores, but there are short comings in the available technology, especially when applied to criterion-referenced tests. Concerns that have been expressed in the educational measurement literature address the uses of test scores, the manner of reporting scores, limited testing knowledge among users, presentation of results to parents and students, and use of computer technology to report test scores. Several activities must occur before high quality test score reports can be prepared. These activities include the specification of information needs, building a testing program consistent with needs, identification of audiences and their levels of testing knowledge, proper test selection, and proper test construction. A rating system which can be used in designing or evaluating criterion-referenced test score reporting systems is presented, based on a logical analysis of criterion-referenced tests; current uses of the tests; and information needs of parents and students, building administrators, and district administrators. This rating system is organized around seven major categories of concern: information about objectives, information at the item level, information at the objective level, information at the subtest level, subject summaries, specialized services, and general services. (BW)

ED 189 151 TM 800 321

Chandler, Theodore A. And Others

Multidimensional Attribution of Causality in Five Cross-National Samples.

Pub Date-Apr 80
Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement, *Attribution Theory, *Cross Cultural Studies, Friendship, Higher Education, Individual Characteristics, Interpersonal Competence, *Locus of Control, Majors (Students), Questionnaires, Sex Differences
Identifiers-India, Japan, *Multidimensional Multiattributional Causality, South Africa, United States, Yugoslavia

This study examined four causal attributions (ability, effort, task difficulty and luck) for success and failure in achievement and affiliation contexts across five countries (U.S., South Africa, Japan, India, and Yugoslavia) in three subject majors: teacher training, social science, and science. Each 5x2x3x2 analysis of variance assessed the effects of five countries, both sexes, and three academic majors repeated across both success and failure situations. Although there was some support of earlier studies of sex differences and western-eastern country distractions, the findings are more complex than previously determined using a single dimension and only one context. Results suggest more similarities than differences among subjects from the five nations studied. They believed their failures mainly due to lack of effort. Females attributed their achievement significantly less to contextual factors than did males. Education majors attributed more to context than did social science majors. Social affiliation was attributed more to ability than to other causes, and more so by females than by males. (Author/CTM)

ED 189 192 TM 800 374

Popham, W. James Lindheim, Elaine

The Practical Side of Criterion-Referenced Test Development.

National Council on Measurement in Education, East Lansing, Mich.
Pub Date-80
Note-9p.
Available from-National Council on Measurement in Education, 1230 17th Street, N.W., Washington, DC 20036 ($2.50).

Journal Cit-NCME Measurement in Education; v10 n4 p1-8, Spr 1980
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Guidelines, Item Banks, Skill Analysis, *Test Construction, Test Items, Test Validity
Identifiers-*Instructional Objectives Exchange, Test Specifications

Attention is drawn to the dynamics of criterion-referenced test (CRT) construction in this report. How CRT's are developed at the Instructional Objectives Exchange is described through a series of three steps. The procedures pertain to the construction of off the shelf'' as well as customized'' tests. Step one, isolating the attribute to be assessed, involves consideration of the skills or attitudinal characteristics proposed for measurement. Each characteristic must satisfy two key criteria: appropriate scope and instructability. Step two, writing the test specification, requires use of a test specification form consisting of five parts. The first four are common to all sets of test specifications: general description, sample item, stimulus attributes, response attitudes. The fifth part, content supplement, is optional. After drafting, the specifications are evaluated for comprehensiveness and precision. Step three, generating the item pool, requires the creation of an item-sampling plan. Variables of concern are the content and subskill dimensions that can differ among items. After identifying the variables, the sample plan is implemented (assigned to different writers), edited, and reviewed. Finally, all CRT items are field tested and judged on the basis of empirical data. (Author/GSK)

ED 189 257 UD 020 777

1978-1979 School Building Program and 1979-1982 Capital Improvement Plan

Including Projects Proposed for Rescindment As Prepared for Consideration and/or a Public Hearing to Be Held by the Board of Education.

New York City Board of Education, Brooklyn, N.Y. Bureau of Facilities Planning and Design.
Pub Date-Dec 77
Note-62p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Capital, *Educational Facilities Improvement, Educational Facilities Planning, *Educational Finance, Elementary Secondary Education, *Resource Allocation, *School Buildings, School Funds
Identifiers-*New York (New York)

This school building report and capital improvement plan for New York City's public schools emphasizes the need for upgrading existing school plants in order to provide schools with the physical potential for conducting educational programs equivalent to that of new schools. Emphasis is also placed on satisfactorily maintaining school buildings in New York. Figures on enrollment and capacity provided the data from which projected needs were derived. This report includes tables providing building construction, improvement, and rescindment proposals for each community school district, for special schools, and for high schools within each borough. Capital budget requests for the 1978-79 year and funds approved under the Federal Public Works Capital Development Program are summarized. A recapitulation of the building and improvement proposals by borough and a list of lump-sum requests for 1978-1979 are included. (Author/MK)

ED 189 085 SP 016 326

Elliott, Sharon

Understanding Parents: An Important Element in Early Childhood Teacher Education.

Pub Date-80

Note-10p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Differences, *Early Childhood Education, *Family School Relationship, *Field Experience Programs, *Low Income Groups, School Responsibility, Social Problems, Teacher Attitudes, Teacher Education, *Teacher Role, Values Clarification

The possible benefits of experience in a family-centered elementary school for the student of early childhood education are explored. The proposed school site would be in the inner city where parents are coping with many problems as they raise their young children. It is suggested that the training student, working with other public servants, would learn to deal with the multifaceted problems facing the families of their pupils. This holistic view of the child would enable the teacher to more fully understand learning and behavior problems. (JD)

ED 189 011 SO 012 709

Reviews of National Policies for Education: Denmark.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-80
Note-154p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W. Washington, DC 20006 ($10.50)
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Career Education, *Comparative Education, Early Childhood Education, Educational Planning, *Educational Policy, Educational Trends, Elementary Secondary Education, Higher Education, Vocational Education
Identifiers-Denmark

This publication reviews educational policies in Denmark. The review focuses on and examines a national report on the entire education system published under the title of U-90: Danish Educational Planning and Policy in a Social Context at the End of the 20th Century.'' In 1977 the Organisation for Economic Co-operation and Development (OECD) was asked to appoint a team of examiners to comment critically on U-90. This publication contains the examiner's report in four parts. The first part appraises the extent to which U-90 provides a comprehensive and convincing orientation to the development of an education system that will be able to adapt to anticipated social and economic changes during the next two decades. The second part of the review analyzes trends and problems in the various sectors of the system. The third part suggests how the governmental machinery, the school community, and educational researchers and practitioners might cooperate to lead Danish education toward 1990 along the most suitable path. Part four provides a summary of the examiner's report. (Author/RM)

ED 189 032 SP 016 112

Schiffer, Judith

School Renewal Through Staff Development.

Pub Date-80
Note-198p.
Available from-Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($10.95).
Pub Type- Books (010) - Guides - Non-Classroom (055) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-*Change Agents, Decision Making, Educational History, *Educational Policy, *Power Structure, Program Evaluation, Program Implementation, School District Autonomy, *Staff Development, Teacher Participation, *Trend Analysis

This book offers the premise that staff development plans are often based on politically naive assumptions about authority prerogatives. Three sources of authority: the public trust, the bureaucracy, and colleagues, are traced from colonial times through the progressive era. An analysis is given of the forces that have had an impact on educational decision making and authority relationships in the contemporary era. Teachers' claims for more professional autonomy and authority are analyzed. A discussion is presented on how knowledge obtained by research on school change can be used to formulate a comprehensive model of staff development. In the final chapter a model for staff development is presented. (JD)

ED 189 109 TM 800 271

Lenke, Joanne M. Canner, Jane M.

A Design for Linking Tests of a Multi-Level, Multi-Form Achievement Series.

Pub Date-Apr 80
Note-7p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, *Difficulty Level, Elementary Secondary Education, *Equated Scores, *Scaling, Test Interpretation, *Test Items
Identifiers-*Rasch Model, *Test Linking

Traditionally, comparable content-area forms and levels of a multi-level, multi-form achievement test series have been equated using the equipercentile method. There is some evidence to indicate, however, that better procedures are needed. A linking procedure is being used to equate simultaneously 40 different test forms of an achievement test: four parallel test forms at each of ten levels of difficulty. The application of this linking procedure provides an efficient means of equating tests and has implications for evaluating the effectiveness of Rasch model procedures for scaling and equating. Tests are equated by a Rasch model strategy: two samples of persons respond to two sets of items; the sets share a common subset of items, which presumably have the same average item difficulty on both tests. (Author/CP)

ED 189 235 UD 020 739

Bloome, David

Capturing Reading in Schools and Community: A Methodology for a Sociolinguistic Ethnography.

Pub Date-14 Mar 80
Note-24p.; Paper presented at the Ethnography in Education Research Forum, (University of Pennsylvania, Philadelphia, PA, March 14, 1980). Not available in paper copy due to broken print.
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Observation Techniques, Data Analysis, Data Collection, *Ethnography, Family School Relationship, Junior High Schools, Junior High School Students, *Reading Processes, *Research Methodology, School Community Relationship, Semantics, Social Environment, *Sociolinguistics, Urban Schools, Videotape Recordings

This paper outlines a methodology for understanding and describing the reading activities of a small group of black inner city junior high school students. The methodology is based on the assumption that reading can be viewed as a social activity or process that becomes defined through the interaction of participants. Data are collected through the use of ethnographic techniques such as participant observation, videotaping, and ethnographic interviews. Data are collected in three general settings: the school (including both in-classroom and outside-classroom activities), the community, and the home. There are four components to the analysis of the data: a lexical/semantic analysis, microanalysis, macroanalysis, and triangulation. The product of the analysis is the generation of hypotheses about reading activities and the social contexts in which they occur. (Author/GC)

ED 189 060 SP 016 245

Clements, R. O.

Dimensions of Classroom Instruction: A Programmatic Approach to the Description of the Classroom Environment. Planning Report No. 5076.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-80

Note-26p.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Classroom Environment, *Classroom Observation Techniques, *Content Analysis, Ethnography, Learning Processes, Primary Education, Reading Instruction, Research Methodology, Teacher Behavior, *Teacher Effectiveness, *Teaching Methods, Videotape Recordings

An ongoing research project, Dimensions of Classroom Instruction (DCI) is described. The primary data source is a study of reading in nine second-grade classrooms using such observation techniques as categorical observation, ethnographic observation, and videotaping. Three major objectives for the project are stated: 1) developing methods of refining information from sources such as ethnography, videotaped records, and interviews; 2) comparing information from the perspectives used in the reading group study and other sources available to the project; and 3) examining the relationships between the content of reading instruction, method of instruction, and individual students' abilities and

perceptions. (JD)

Norton, Robert E.

Development of Performance-Based Teacher Education (PBTE) Materials for the Training of Instructors.

Pub Date-May 80
Note-25p.; Paper prepared for the International Labor Organization Asian Regional Workshop on Training Materials Development and Exchange (Bangkok, Thailand, May 19-31, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competency Based Teacher Education, *Curriculum Development, *Instructional Materials, *Learning Modules, Media Selection, Planning, Program Development, School Community Relationship, Staff Development, Teaching Methods, Validated Programs, *Vocational Education Teachers

The development of a comprehensive set of instructor training materials for competency based vocational education is described. These validated modules and supportive materials are on the following topics: 1) program planning, development, and evaluation; 2) instructional planning; 3) instructional execution; 4) instructional evaluation; 5) instructional management; 6) guidance; 7) school-community relations; 8) student vocational organizations; 9) professional role and development; and 10) coordination of cooperative education. These materials were developed by the National Center for Research in Vocational Education based at Ohio State University. (JD)

ED 189 131 TM 800 297

Peters, Eileen

Holistic Scoring Manual. Basic Skills Improvement Policy Implementation Guide Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Oct 79

Note-58p.

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Rating, Basic Skills, Educational Testing, Elementary Secondary Education, *Essay Tests, Examiners, Guidelines, *Program Administration, Scheduling, *Scoring, Student Evaluation, *Testing Programs, Writing (Composition), *Writing Skills

Identifiers-*Holistic Evaluation, Massachusetts

The technical and administrative processes and activities involved in scoring student responses to essay writing questions in the Massachusetts State Board of Education's basic skills program are outlined and discussed. After a general introduction to holistic scoring, separate sections describe the roles and activities of the administrators, the readers, the chief and assistant chief readers, and the aides. The section for the administrator addresses supervisory functions, delineates tasks that must be accomplished prior to the reading, suggests appropriate timelines, includes worksheets for estimating scoring time and the number of readers required. The section for the readers explains their responsibilities and notes the procedures that will be followed at the scoring session. The section for the chief reader and the assistant chief reader explains, in the order of occurence, the steps that should be followed in planning the reading, selecting training papers, training readers, and scoring the papers. Schedules and timelines are suggested, and quality control checklists are provided. The section for the aides details their responsibilities prior to and during the scoring session. (Author/CTM)

ED 189 152 TM 800 322

Frary, Robert B. Giles, Mary B.

Multiple-Choice Test Bias Due to Answering Strategy Variation.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-G-79-0140
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Analysis of Variance, Goodness of Fit, *Guessing (Tests), Item Analysis, Junior High Schools, Latent Trait Theory, *Mathematical Models, *Multiple Choice Tests, Racial Differences, Sex Differences, *Test Bias, Testing Problems, *Test Wiseness

This paper describes the development and investigation of a new approach to determining the existence of bias in multiple-choice test scores. Previous work in this area has concentrated almost exclusively on bias attributable to specific test items or to differences in test score distributions across racial or ethnic groups. In contrast, the present work concentrates ultimately on the behavior of the individual examinee in choosing among the responses to each item. The major approach was to investigate variation in person-fit, that is, the extent to which an individual examinee selects the choices which are more probable based on the examinee's score and the overall popularity of the choices in the population. Four different person-fit measures were computed for random samples representing subpopulations defined by race, sex, score range and geography. There was strong evidence of variation in person-fit between black and white and between male and female examinees, especially in the lower score ranges. However, subsidiary analyses suggested that this outcome did not reflect bias in the scores from the tests analyzed. Nevertheless, the person-fit approach was shown sensitive to group differences and could reveal the presence of bias if it exists. (Author/CTM)

ED 189 173 TM 800 355

Cornish, Greg Wines, Robin

ACER Mathematics Profile Series: Number Test. (Test Booklet, Answer and Record Sheet, Score Key, and Teachers Handbook).

Australian Council for Educational Research, Hawthorn.
Pub Date-80
Note-62p.
Available from-Australian Council for Educational Research Limited, PO Box 210, Hawthorn, Victoria, Australia 3122 (6.30)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement Tests, Cognitive Development, Criterion Referenced Tests, *Developmental Stages, Foreign Countries, Item Analysis, *Latent Trait Theory, *Number Concepts, Quantitative Tests, Scaling, Scoring, Secondary Education, *Secondary School Mathematics, Testing, *Test Interpretation
Identifiers-*ACER Mathematics Profile Series, Australia, Piagetian Stages, *Rasch Model

The Number Test of the ACER Mathematics Profile Series, contains 30 items, for each of three suggested grade levels: 7-8, 8-9, and 9-10. Raw scores on all tests in the ACER Mathematics Profile Series (Number, Operations, Space and Measurement) are converted to a common scale called MAPS, a major feature of the Series. Based on the Rasch Model, MAPS makes it possible to estimate the likelihood of a student with a known ability being able to correctly answer an item of known difficulty. Broadly speaking, MAPS also makes it possible to measure the latent variable underlying the Series: mathematics development. Expected mastery levels for test items are related to four Piagetian developmental stages: early concrete operational; late concrete operational; early formal operational; and late formal operational. The objectives which are suggested are process, rather than content, oriented. Based loosely upon Bloom's Taxonomy, they relate mathematics development to such cognitive processes as knowledge, operations, classification, ordination, relevance, creativity, and problem solving. (CP)

ACER Chemistry Test Item Collection. ACER Chemtic Year 12.
Australian Council for Educational Research, Hawthorn.
Pub Date-80
Note-64p.
Available from-Australian Council for Educational Research Limited, PO Box 210, Hawthorn, Victoria, Australia 3122 ($11.50)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, Atomic Structure, Chemical Analysis, Chemical Bonding, Chemical Equilibrium, Chemical Nomenclature, Chemical Reactions, *Chemistry, Diagnostic Tests, Foreign Countries, *Grade 12, High Schools, *Item Banks, Multiple Choice Tests
Identifiers-ACER Chemistry Test Item Collection Year 12, *Australia

The chemistry test item banks contains 225 multiple-choice questions suitable for diagnostic and achievement testing; a three-page teacher's guide; answer key with item facilities; an answer sheet; and a 45-item sample achievement test. Although written for the new grade 12 chemistry course in Victoria, Australia, the items are widely applicable. Items are grouped in six course units and cover these topics: the nuclear atom; electronic structure; periodic table; mole and chemical formulae; chemical reactions; stoichiometric calculations; chemical equilibrium; transformation and production of energy by chemical reaction; chemical reactions driven by electrical energy; carbon and silicon (elements, hydrides, covalent bonding, oxides); oil and coal derivatives; polymers; molecules of biological importance; nitrogen and phosphorus (elements, oxides, role in living systems); ammonia and phosphine; oxygen, sulfur, and metals (elements, commercial sources); direct formation of oxides from metals; oxides of sulfur; sulfuric acid; water and hydrogen peroxide. (Author/CP)

ED 189 214 UD 020 668

Sadka, Efraim And Others

Income Testing and Social Welfare.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-IRP-DP-575-79
Pub Date-Nov 79
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Family Income, *Federal Aid, *Finance Reform, *Financial Support, *Guaranteed Income, Social Responsibility, *Tax Allocation, *Welfare Services

The Federal government can meet its responsibility to ensure a certain minimum level of living for its citizens in two ways. An income-tested approach provides minimum standards of income, goods, and/or services for only the poor. A non-income-tested approach provides minimum standards for all citizens, regardless of income. This paper reports on research which compared income-tested and non-income-tested transfer programs. The wage and unearned income distribution data used in the study were taken from the 1976 Current Population Survey for heads of households. The study was conducted using simulated calculations. Although a general conclusion about the welfare superiority of one program over another could not be established, simulation results with plausible parameters suggest that non-income-testing is more often than not superior to income-testing. (Author/MK)

ED 189 110 TM 800 273

Masters, James R. Dorwart, James P.

The Development and Validation of a Decision-Making Skills Test.

Pub Date-Apr 80
Note-38p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Correlation, *Critical Thinking, *Decision Making Skills, Elementary Secondary Education, Grade 5, Grade 8, Grade 11, *Multiple Choice Tests, Predictor Variables, *Problem Solving, *Test Construction, *Test Validity
Identifiers-American School Achievement Tests, Comprehensive Tests of Basic Skills, Cornell Critical Thinking Test, Montana Critical Thinking Test, Pennsylvania, *Pennsylvania Educational Quality Assessment, SRA Assessment Survey

Instruments to measure decision-making skills of grade 5, 8, and 11 students were developed as a part of Pennsylvania's statewide assessment program. A decision-making model was formulated based upon John Dewey's five major steps of the critical thinking process: (1) identify the problem; (2) establish the facts; (3) formulate the hypothesis; (4) test the hypothesis; (5) evaluate the results. The model was viewed primarily as an item-writing guide. The general pattern in the instruments calls for the students to read a paragraph describing a decision-making situation involving a central character. Following the presentation of the facts is a series of four-option multiple-choice questions to which students respond. These items measure students' abilities to draw proper inferences from the given facts, to determine appropriate additional data needed by the central character, to predict the consequences of decisions and to match the central character's value system with the decision choices. Validation support for the instruments was gathered in a study in four school districts. (GSK)

ED 189 236 UD 020 740

Houston, Laura Pires
Cape Verdeans in the United States (Continuing a Story of Struggle, Creativity and Persistence).
Pub Date- 78
Note-29p.; Map is marginally legible due to small print
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks, *Ethnic Groups, *Ethnicity, Group Unity, History, *Immigrants, *Portuguese Americans

Identifiers-*Cape Verde Islands

This article focuses on the history of the Cape Verde Islands, the nature of Cape Verdean immigration to the United States, and the ethnic experience of Cape Verdeans in the U.S. The colonization of the Atlantic archipelago by the Portuguese as part of their expanding slave trade is described and the Islands' economic, ecologic, racial and cultural features are reviewed. The immigration of Cape Verdeans (or Black Portuguese,'' as they are sometimes called) to New England is traced back to the mid-seventeenth century. The current distribution of Cape Verdeans, particularly throughout the northeastern region, and their occupational, educational, and economic status are also described. Patterns of ethnicity among this group are examined, focusing especially on the effects of the Islands' recent independent on the ethnic identification of Cape Verdeans abroad. (GC)

ED 189 258 UD 020 778

Gateway Report, 1977-1978.
Community School District 22, Brooklyn, N.Y.
Pub Date- 78
Note-80p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education, Junior High Schools, *Organizational, Objectives, Program Descriptions, Program Evaluation, Program Implementation, *School Districts, *Student Educational Objectives
Identifiers-*New York (Brooklyn)

This annual report delineates Brooklyn District 22's program goals and activities for the school year 1977-1978. Included are reports on language arts programs, the district ecology center, science education, math education, staff development, social studies, consumer education, libraries, Title IX, education for the gifted, guidance services, art and music education, bilingual and English as a Second Language programs, special education, attendance, the district drug abuse prevention program, and adult education. Individual reports for each elementary and junior high school in the district are included. The report concludes with goals for the 1978-1979 school year. (MK)

ED 189 012 SO 012 710

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 13, No. 1, 1979, Period Covered January-March 1979.

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-79-53293/1
Pub Date-79
Note-46p.; Not available from EDRS in paper copy due to fading ink throughout original document. For related documents, see ED 179 439.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, Curriculum, *Developing Nations, Educational Administration, Educational Change, Educational Finance, Educational Objectives, Educational Philosophy, Educational Planning, *Educational Practices, Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, Libraries, Medical Education, Psychology, Science Education, Special Education, Teacher Education, Womens Education
Identifiers-Pakistan

This annotated bibliography contains 90 citations of journals, newspapers, and government publications from Pakistan published between January and March 1979. Entries are arranged alphabetically by author in 29 categories which include: administration, organization, and financing of education; adult education; agricultural education; curriculum; educational goals; educational planning; educational reforms; educational research; elementary and secondary education; examinations; extra-curricular activities; higher education; islamic education; libraries; medical education; philosophy of education; professional education; psychology; science education; special education; students' problems; teacher education; technical education; textbooks; women's education; general; teachers; teaching methods; and media. An author index concludes the document. (Author/RM)

ED 189 033 SP 016 126

Annarino, Anthony A.
Teaching-Learning: An Interaction Process.
Pub Date-80
Note-14p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Elementary Education, *Humanistic Education, Learning Processes, Middle Schools, Movement Education, Perceptual Motor Coordination, *Physical Education, *Psychomotor Skills, Teacher Influence, *Teaching Methods

Examples are given illustrating the development of a teaching-learning process for an elementary and middle school physical education program. Developmental objectives in the physical, psychomotor, cognitive, and affective domains are outlined. Program content, teaching and evaluation methods, and teacher influences are described for each of these areas. (JD)

ED 189 061 SP 016 247

Hord, Shirley M.

Assessing Teachers' Concerns as a Basis for Designing Inservice.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-Mar 79

Note-7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas), Affective Behavior, *Attitude Measures, *Change Strategies, Individual Needs, Informal Assessment, Inservice Teacher Education, *Instructional Innovation, Program Implementation, Self Concept, Staff Development, *Teacher Attitudes, *Teacher Response

A description is given of a model designed to assess teachers' concerns and personal doubts as they participate in programs to implement educational innovations. The model is intended to be used diagnostically in order that those responsible for inservice programs can provide appropriate support for individual teachers engaged in a change effort. An explanation of assessment processes for obtaining data on teachers' concerns is presented and implications for designing inservice programs are discussed. (JD)

ED 189 087

SP 016 332

Gardner, C. H. And Others

Videotaping in a Naturalistic Classroom Setting. Technical Report 5080.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Note-21p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Observation Techniques, *Classroom Research, Reading Research, *Research Methodology, Video Equipment, *Videotape Recordings

Methods for videotaping a second grade classroom effectively and unobtrusively are described. Guidelines for equipment and personnel needs, equipment placement, and recording procedures are included. Details of the difficulties such methods present are also described. (SAS)

ED 189 034 SP 016 132

Austin-Martin, George Bull, Diana

Attitudes of Cooperating Teachers Toward Certification.

Note-36p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Certification, College School Cooperation, *Cooperating Teachers, Elementary Secondary Education, *Student Teachers, *Supervisory Training

The results of a survey of cooperating teachers indicate that they favor a certification requirement for supervisors of student teachers. Most believed that a teacher should have at least three years of teaching experience and demonstrated teaching competence before becoming eligible for training as a cooperating teacher. Aspects of certification should be handled by the local school district and the colleges. Many cooperating teachers expressed concern about the usefulness of courses taught by the colleges, feeling that they may be too abstract and theoretical. The cooperating teachers saw certification as a method to standardize much of the student teaching field experience, to eliminate weak cooperating teachers, and generally to improve the quality of the student teaching experience. Tables showing actual percentages are included. (CJ)

Alkin, Marvin C.

Improving Title I Technical Assistance; An Evaluation Utilization Perspective.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Needs, Program Evaluation, *Research Utilization, *School Districts, Summative Evaluation, *Technical Assistance, Use Studies
Identifiers-Elementary Secondary Education Act Title I, Evaluation Problems, Title I Evaluation and Reporting System

How can Title I evaluations be improved so that they are more likely to increase the impact of evaluation data on informed actions within the schools? An examination of evaluation practice leads to the conclusion that most LEA practitioners view Title I evaluation as externally imposed and primarily designed to serve state and federal needs. A broader conception of evaluation utilization should focus on the actions and involvements of individual evaluators interacting with designated users. Based on this conception, technical assistance efforts should focus on evaluation as a process. The attainment of greater utilization of evaluation is dependent upon changes in the Title I evaluation which would allow increased local determination of evaluation questions of concern. (Author/CTM)

ED 189 174 TM 800 356

Smith, Richard M. Mitchell, Virginia P.

An Analysis of Rasch Person Fit Statistics in College Placement Tests.

Pub Date-Apr 80
Note-28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education. (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Computer Oriented Programs, *Difficulty Level, *Goodness of Fit, Guessing (Tests), Item Analysis, *Latent Trait Theory, *Student Placement, *Test Items, *Two Year Colleges
Identifiers-New Jersey College Basic Skills Placement Test, *Rasch Model

To analyze test item and person interactions according to the Rasch Model, 822 incoming community college freshman were administered the New Jersey Basic Skills Placement Test. The Logical Relationships and Elementary Algebra subtests were chosen to examine the effect of differing average item difficulty on descriptions of fit statistics and on frequency of person misfit. Three user-defined item groups: sequence, subscores, and difficulty, were chosen to highlight three misfit statistics: working too slowly to finish test, misunderstanding content, and guessing. A fourth misfit statistic, total t test, was also calculated. On the four misfit statistics, the percentage of misfitting students was 25% (Logical Relationships) and 33% (Elementary Algebra). After editing techniques were applied to the item response strings, the algebra subtest became valid for 90% of the misfitting students. The appendix contains samples of the PANAL computer program cutput for typical cases of misfit, as well as editing suggestions for producing meaningful ability estimates. (CP)

ED 189 194 TM 800 378

Loucks, Susan F.

The Adaptation of the Stanford Research Institute Classroom Observation Instrument for Use in Studying Teacher Variations in Innovation Implementation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, March 27-31, 1978).

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Check Lists, *Classroom Environment, *Classroom Observation Techniques, Elementary Education, Elementary School Mathematics, *Instructional Innovation, Interaction Process Analysis, *Mathematics Instruction, Student Teacher Relationship, *Teaching Methods, *Teaching Styles

Identifiers-*SRI Classroom Observation Procedure

The Stanford Research Institute (SRI) Classroom Observation Instrument was modified to study individual teaching configurations (teaching methods and styles) in adapting a criterion-referenced mathematics curriculum in grades 2, 4, and 6. Ten configurations characterized 72% of the 168 teachers who were interviewed. Although all teachers taught and tested students on program objectives and recorded achievement immediately, the configurations differed by choice of instructional material, grouping technique, and use of test results and remediation. Fifty eight of these teachers were observed in the classroom to identify differences between classrooms and between the 10 dominant configurations. Although the program allowed teachers to be flexible, most organized their classrooms aroung large group instruction and paper-pencil activity. Significant configuration differences were found for 25% of the Classroom Checklist variables, and 12% of the Five Minute Observation variables. The impact of the configurations on student achievement could not be determined because test data was not available, although research indicates that achievement is depressed if class management takes too much time. (CP)

ED 189 215 UD 020 670

Summers, Anita A. Wolfe, Barbara L.

Improving the Use of Empirical Research as a Policy Tool: An Application to Education.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-DP-580-79
Pub Date-Nov 79
Note-48p.; Tables may be marginally legible due to reproducibility factors.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Bases, Data Collection, *Educational Research, Elementary Secondary Education, Information Needs, Junior High School Students, *Learning Processes, *Organizational Effectiveness, *Research Methodology
Identifiers-*Replication

In this paper, the replication process is explored in an attempt to answer the question of which school resources help the learning of junior high school age students. In order to test a theory derived from data on 553 eighth grade students from 42 Philadelphia schools, three forms of replication are used, examining: (1) a larger, much less disaggregated data set, (2) a randomly selected stored sample, and (3) a modification of the larger sample, using a missing variable technique to develop estimators for the unsatisfactorily aggregated data. It is found throughout the replications that schools are not impotent; specifically, (1) organizational and teacher characteristics affect learning growth and (2) the negative effects of race and income can be traced through their impact on the absorption of particular school outputs. It is concluded that education production coefficients can contribute more to the policy reviews associated with budget cutbacks and declining enrollment if efforts are made to improve their reliability by using pupil specific, longitudinal data and by replicating. Furthermore, it is held that encouragement should be given to developing large readily available data bases which are disaggregated, longitudinal, and have wide geographical coverage. (Author/GC)

ED 189 237 UD 020 742

Michaels, Sarah

Sharing Time: An Oral Preparation for Literacy.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Grant-NIE-G-78-0082
Note-16p.; Paper presented at the Ethnography in Education Research Forum (University of Pennsylvania, Philadelphia, PA, March, 1980)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Students, *Classroom Communication, *Connected Discourse, Cultural Differences, Elementary School Students, Grade 1, *Language Styles, Literacy, Primary Education, *Racial Differences, *Speech Communication, *Teacher Role, White Students, Writing Skills
Identifiers-*Show and Tell

This paper attempts to identify key, recurring discourse activities and to develop hypotheses about ethnic or subgroup differences in discourse style that could lead to adverse educational outcomes. Data are drawn from ethnographic observation of 50 sharing time (show and tell'') sessions held in a first grade classroom. Different intonations and discourse styles used by white and black children during sharing time are described, as is the teacher's role in structuring discourse and providing an example of discourse she considered appropriate. The tendency of the teacher (a white middle class woman) to misunderstand or misinterpret black childrens' topic chaining discourse style is attributed to a culturally based mismatch between teacher's and child's prosodic signalling system and narrative schema. Such mismatches are said to have, over time, resulted in differential amounts of practice doing literate style accounting for black and white children in the class. It is predicted that, since sharing time is an activity that promotes the development of prose-like oral discourse, such differential treatment may ultimately affect these children's progress in learning to write topic centered, discursive prose. (Author/GC)

ED 189 259 UD 020 781

Pupil Reading Achievement: A Summary of the June 1979 Citywide Reading Test Results, Grades 2 through 9.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date-Mar 80

Note-124p.; For a related document see ED 179 665.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Education, Junior High Schools, *Reading Achievement, Reading Skills, *Reading Tests, Standardized Tests, Tables (Data), *Test Results

Identifiers-*New York (New York)

This is a report on the results of the Citywide Reading Test administered in June, 1979, in the elementary, intermediate and junior high schools of New York City. The testing instruments used were the California Achievement Tests. Section A of this report presents information on pupil performance for the school system as a whole. Section B contains data on pupil performance in each of 31 districts. Section C presents, by district, information on the performance of pupils in each school. In each section the following data are presented: the mean score for pupils in each grade, the median score for pupils in each grade, and the percentages of students with scores at different performance levels. The percentage of students excused from the test because of limited English proficiency is also reported. Analysis of the data shows that the performance of pupils in the 1979 Citywide Test can best be characterized as very similar to, but slightly lower than, the performance of pupils nationwide on the same tests. Compared with the results of citywide testing in 1978, the 1979 grade equivalent scores were slightly higher. (Author/MK)

ED 189 088 . SP 016 335

Feiman, Sharon Floden, Robert E.
What's All This Talk About Teacher Development? Research Series No. 70.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-40p.; Revised version of a paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Development, *Developmental Programs, *Educational Theories, *Faculty Development, Higher Education, Inservice Teacher Education, Psychological Needs, *Teacher Behavior, Teacher Improvement

A review of current educational literature identifies three different approaches to defining, describing, and applying the term teacher development.'' One application of the term deals with the commonly experienced changes most teachers undergo. Teachers develop through the stages of survival, consolidation, renewal, and maturity. The second application of teacher development concerns the personal and adult development of teachers. Professional development is viewed as an aspect of ego, moral, and cognitive development. The third application involves the promotion and support of teacher development through inservice and professional programs. Levels and stages of each concept of development are discussed. (CJ)

ED 189 111 TM 800 274

Gildemeister, Joan E. Friedman, Philip

Differences in Visual Analysis and Sequence Memory of Skilled and Poor Readers.

Pub Date-Apr 80

Note-19p.; Paper presneted at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Style, Elementary Education, Grade 6, *Memory, *Reading Achievement, *Reading Skills, Reading Tests, Sex Differences, Urban Education, *Visual Discrimination, Visual Measures

Identifiers-*Children Embedded Figures Test, *Silvaroli Classroom Reading Inventory

Reading achievement tests have been used to identify deficiencies in inner city, poor readers; however, they often do not provide information about encoding strategies which lead some children to academic success. Immediate memory and visual analytic differences which contribute to the success of skilled readers are isolated in this study using 20 skilled and 20 poor readers in a sixth-grade urban school. The students' reading abilities were determined through word recognition and prose comprehension scores on the Silvaroli Classroom Reading Inventory. Skilled readers made fewer consonant memory errors in both high and low frequency positions. These sequence recall scores were also significantly different by sex, favoring females. Main effects between reading groups were not observed in their identification of similarities or discrimination of differences among pictures. However, skilled readers scored significantly higher in field independence than low readers. Implications for reading instruction are discussed.

(Author/GSK)

ED 189 153 TM 800 323

Tate, Richard L.

Multivariate ATI Analysis.

Pub Date-Apr 80

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Aptitude Treatment Interaction, Discriminant Analysis, *Hypothesis Testing, Individualized Instruction, Learning Modules, *Multivariate Analysis, Reading Ability, School Attitudes, Science Education, Secondary Education, Statistical Significance, Time Factors (Learning)

Identifiers-Individualized Science Instructional System

This paper reviews multivariate hypothesis testing, interval estimation, and discriminant analysis procedures for an aptitude-treatment interaction (ATI) analysis and illustrates the procedures with data from a large experimental study of science education at the secondary school level. The treatment variable of interest is time allowed for study with three controlled levels and the student aptitude is reading ability. The treatment and aptitude variables are shown to interact for four dependent variables representing achievement and attitude, and the interaction is described. The multivariate linear model was used for the analysis. Two advantages of the model are discussed. The inferential payoff is better control of Type I errors in hypothesis testing and confidence levels for interval estimation; and the potential for simplification of the ATI description is greater. (Author/CTM)

ED 189 013 SO 012 711

A Comprehensive View of Brazil.

Texas Education Agency, Austin.
Pub Date-80
Note-76p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Area Studies, Economics, Foreign Countries, Geography, Latin American Culture, Latin American History, Maps, Politics, Resource Materials, Secondary Education, Social Change, *Social Studies
Identifiers-*Brazil

This student and teacher resource discusses the geography, history, and contemporary changes and achievements of Brazil. It is intended to complement textbooks and other teaching materials by serving as a resource for teachers, administrators, and students. The document is presented in three parts. Part I focuses on the geography of Brazil, covering political divisions, topographical features, major climate zones, demographic characteristics, and a discussion of the regional organization of the country. Part II examines the history of Brazil, with sections presenting Brazil as a Portuguese colony (1500-1815), as a United Kingdom with Portugal and Algarves (1815-1822), as an empire (1822-1889), and as a republic (1889 to the present). Part III emphasizes Brazil as a rapidly developing nation, discussing recent economic changes, political and administrative organization, social achievements, art, education, literature, mass media, religion, and sports. Appendices list holidays and festivals, Brazilian consulates and embassies as sources of information, selected fiction and nonfiction about the country, and audiovisual aids. Numerous maps and charts enhance the text. (CK)

ED 189 035 SP 016 176

Landers, Daniel M.

Reflections on Sport Psychology and the Olympic Athlete.

Pub Date-Apr 80

Note-23p.; Paper presented at the annual meeting of the American Alliance for Health, Physical Educaton, Recreation and Dance (Detroit, MI, April, 1980)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Arousal Patterns, *Athletes, Competition, Foreign Policy, *Performance Factors, Policy Formation, Psychological Characteristics, *Psychomotor Skills, *Research Needs, *Training Methods

Identifiers-Olympic Games, Sport Psychology

The eventual role that educational and clinical sport psychologists may play in assisting high-level athletes is discussed. An example of research on Olympic-level rifle and pistol shooters is presented as an example of how sport scientists can be involved in influencing policy for Olympic athletes. Obstacles which prevent the applied potential of sport psychology are pointed out. The prime obstacle is a lack of longitudinal psychological studies of elite athletes. Therefore, few proven psychological techniques for improving performance have been developed. Suggestions are made for research projects in this area. (JD)

Lewis, Charles H.

The Future of Blacks in the Recreation Profession.

Pub Date-14 Apr 80
Note-8p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance National Convention (Detroit, MI, April 14, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, Blacks, Employment Opportunities, Females, *Futures (of Society), Higher Education, Leisure Time, *Minority Groups, *Prediction, *Program Improvement, *Recreational Programs

Qualified recreation professionals are abundant, particularly for administrative positions. However, many trained professionals have White, middle-class backgrounds which sometimes limit their understanding of the needs of low-income and minority neighborhoods.

Blacks, women, and minorities can improve this situation if they can overcome economic and educational problems. They should look for employment in the commercial, industrial, private, voluntary, and religious sectors of recreation. Minority recreators must assume a greater responsibility for the quality of leisure services they provide. Good recreational planning will reduce the occurrence of crime as a leisure activity. Minority recreators must be prepared to meet future social and community needs. (CJ)

ED 189 260 UD 020 788

Cox, David Streit, Fred

Bilingual Mini School, Title VII ESEA. Final Evaluation Report.

Community School District 10, Bronx, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 79
Grant-G007604875
Note-25p.

Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Education, Elementary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking
Identifiers-*Bilingual Education Act 1968, *New York (Bronx)

The Bilingual Mini School focused on educational services of a bilingual nature for students in kindergarten through grade six. At the kindergarten, first and second grade levels all classes were comprised of Spanish-dominant or bilingual students. At grades three, four and five the students were grouped based on language dominance (Spanish or English). At the sixth grade level, all students were assigned to one classroom. Program activities were designed to maximize each student's academic skills, first in the dominant language and then in the second language. Program evaluation was completed through use of pre/posttest achievement data, classroom observation, interviews with teachers and educational assistants, and a review of instructional materials. Findings indicated most program objectives were attained. Results also indicated that the program operated smoothly, the district was responsive to staff requests, and rapport among staff members was excellent. Recommendations for future program implementation and achievement test data are included. (Author/MK)

ED 189 133 TM 800 300

Dunn, Bruce R.

Individual Differences in Semantic Recall from Text.

Pub Date-Apr 80
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Style, *Electroencephalography, Higher Education, Personality Traits, Prose, Reading, Reading Research, Recall (Psychology), *Retention (Psychology), *Schizophrenia, Semantics
Identifiers-Analytic Approach, Holistic Approach

Two studies were conducted to find correlates of personality or cognitive style that were exemplified in differences in recall of semantic information from text. In both studies the texts were analyzed for the pattern of subordination, or hierarchy, of the semantic information that was contained in the passages using a method described by Meyer. In the first experiment, bilateral electroencephalograph measurements of alpha rhythm activity were taken from 40 univeristy students during a baseline period, during the reading period, and during the recall period; and they were classified as analytic (low alpha activity) or holistic (high alpha activity). It was found that when the text had little semantic organization there was no difference in the recall of the two groups, but when the text was more organized the analytic students recalled proportionately more superordinate material rather than subordinate material. In the second experiment, schizophrenics were compared with college students and with other hospitalized mental patients in a similar recall experiment. It was found that schizophrenics recalled very little of material from lists of elements that were related in an unspecified manner. (CTM)

ED 189 154 TM 800 325

McNamara, Thomas C.

Ongoing Documentating Systems.

Pub Date-Apr 80
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Elementary Secondary Education, Evaluation Needs, Humanism, *Information Networks, Inquiry, Philosophy, *Research Methodology, *Research Needs, School Districts, Scientific Methodology
Identifiers-*Naturalistic Research, Positivism, Qualitative Research

In school district research and evaluation there are constant reminders of the inadequacies of the reductionist positivist paradigm. There is a pressing need to move beyond this outmoded approach, not so much by rejecting experimental inquiry but rather by letting it assume a meaningful role as a specific form of naturalistic inquiry, emphasizing the complementing value of quantitative and qualitative investigation. It is urged (1) that sustained documenting systems be established in school districts, possibly in the form of comprehensive, computerized networks of basic school experience data; (2) that these systems serve as a skeletal'' structure to be continually fleshed out by ongoing case studies, participant observation, and collaborative research, sources which can provide the most accurate context for research and evaluation activities; (3) that universities and research agencies develop a constant coordinate relationship with the schools to combine experimental and more naturalistic inquiry; (4) that programs like Follow Through which already have the capacity to assume this orientation, be given active support to do so. (Author)

ED 189 175 TM 800 357

Ellett, Chad D.

Assessing Minimum Competencies of Beginning Teachers: Instrumentation, Measurement Issues, Legal Concerns.

Pub Date-Apr 80
Note-34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, *Competency Based Teacher Education, Higher Education, Legal Problems, *Measurement Techniques, Standards, *Teacher Certification, Teaching Skills, Test Construction, Testing Problems, Test Reliability, Test Validity
Identifiers-Georgia, *Performance Based Certification, *Teacher Performance Assessment Instruments

An overview is presented of a performance-based assessment system, Teacher Performance Assessment Instruments (TPAI), developed by the Teacher Assessment Project at the University of Georgia to measure competencies of beginning teachers for initial professional certification. To clearly separate the preparation and certification functions within the state, the Georgia Department of Education created a Performance Based Certification (PBC) model for prospective professional teachers. Beginning in the fall of 1980, the subject field proficiency of all beginning teachers will be demonstrated through the use of a criterion-referenced knowledge test. When employed as a beginning teacher, the TPAI will be used for assessment. Five performance assessment instruments have been developed: (1) Teaching Plans and Materials; (2) Classroom Procedures; (3) Interpersonal Skills; (4) Professional Standards; and (5) Student Perceptions. These instruments are admininstered through observation and/or interview with the teacher being assessed. Georgia is the first state to commit itself to the implementation of a PBC model for beginning teachers. Some developmental procedures and problems, measurement problems, performance standards, and the legality of performance assessment systems for certification are discussed. Other associated issues are presented in consideration of many southeastern states presently contemplating similar PBC models. (Author/GSK)

ED 189 216 UD 020 672

Montez, Philip Pilla, Thomas V.

Puerto Ricans in California: A Staff Report of the Western Regional Office, United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 80
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Services, *Demography, *Government Role, *Puerto Ricans, Social Discrimination, *Social Problems, *Social Responsibility, *Social Services
Identifiers-*California

This study was undertaken to provide insight into the circumstances of California's Puerto Ricans who are only now surfacing as a distinct Latino bloc within the State's larger Hispanic population. Research methods consisted of a demographic analysis of Puerto Ricans in California and interviews with community representatives and public officials to assess the needs of Puerto Ricans and their participation in government programs. Findings indicate: (1) the Puerto Rican community is dispersed throughout California; (2) Puerto Rican organizations are structured along social club lines and are primarily engaged in activities supporting the culture and language; (3) Puerto Ricans have had limited success in soliciting assistance from public agencies; (4) governmental social action agencies and other groups concerned with minority problems have not been aware of Puerto Ricans in California; (5) discrimination that follows from being Hispanic as well as from mislabeling as Mexican aliens affects Puerto Ricans; (6) Puerto Ricans have difficulty obtaining adequate social services; (7) bilingual education programs often do not meet the cultural needs of Puerto Rican students; (8) there is a lack of awareness by Federal and State agencies as to the existence of a Puerto Rican population in California; and (9) the nature of daily concerns of the Puerto Rican community has not been addressed by public officials or governmental agencies. (Author/MK)

ED 189 089 SP 016 346

Wickens, David

Games People Oughta Play. A Group Process for Needs Assessment and Decision-Making for Elementary and Secondary Schools.

Alameda County Superintendent of Schools, Hayward, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-May 80
Note-37p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cooperative Planning, *Decision Making, Elementary Secondary Education, *Group Discussion, Leaders Guides, *Management Games, *Needs Assessment, Program Development, Self Evaluation (Groups), Teamwork

Games'' is a decision-making process for groups to use in analyzing the educational needs of a school. During three group sessions, a moderator leads the participants through a series of activities in which they identify: 1) concerns about the educational program, 2) needs for program improvement, 3) resources that are being used in relation to these needs, and 4) resources that could be used. This guide lists and defines each activity's purpose, procedure, outcome, and relationship to the next activity. Players'' include participants, facilitators (moderators), and recorders. Games can be adapted for the evaluation of different types of educational programs. (CJ)

ED 189 112 TM 800 275

Reynolds, Cecil R.

Differential Predictive Validity of a Preschool Battery Across Race and Sex.

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Analysis of Variance, Grade 1, Kindergarten Children, *Predictive Validity, *Preschool Tests, Primary Education, Racial Bias, Sex Bias, *Test Bias, Testing Problems

Identifiers-Lee Clark Reading Readiness Test, McCarthy Scales of Childrens Abilities, Metropolitan Achievement Tests, Metropolitan Readiness Tests, Preschool Inventory (Caldwell), Test of Basic Experience

Determination of the fairness of preschool tests for use with children of varying cultural backgrounds is the major objective of this study. The predictive validity of a battery of preschool tests, chosen to represent the core areas of preschool assessment, across race and sex, was evaluated. Validity of the battery was examined over a 12-month period, involving 322 preschoolers (white and black, female and male). A regression equation was determined using all preschool measures to predict achievement scores. Predictions were made for each individual test, and residual terms were calculated. No significant differences occurred in mean residuals between any pair of groups, indicating an absence of bias in prediction across race and sex with the large battery. Sex bias in prediction was seen when subsets of the larger battery were examined. It is suggested that test developers become aware of the issue of bias and demonstrate differential construct and predictive validity as a part of the development of a test. (Author/GSK)

ED 189 195 TM 800 380

Vander Lugt, Garret A.

An Analysis of the Tenth Grade MEAP Reading Test for Racial Bias.

Pub Date-28 Mar 80
Note-23p.; Paper presented at the annual meeting of the Michigan Educational Research Association (Dearborn, MI, March, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Black Students, Difficulty Level, Goodness of Fit, Grade 10, High Schools, *Item Analysis, *Racial Bias, *Reading Tests, *Test Bias, Test Items, Test Results, White Students
Identifiers-*Michigan Educational Assessment Program, *Rasch Model

Various operational definitions of test bias are discussed including those which involve rater judgment, statistical methods which use an external criterion, and statistical methods in which no external criterion is used. It is concluded that the Rasch model provides a theoretically acceptable method for detecting item bias. The Rasch Model is used to analyze tenth-grade reading test results on the Michigan Educational Assessment Program. Test bias was suspected because White students mastered 14 of the 15 objectives while Black students mastered only 10. Rasch analysis showed no statistically significant bias for the entire test, although one objective (locating items in a category) was more difficult for Blacks than for Whites at the same achievement level, and another (using graphs) was more difficult for Whites. When both objectives were removed the effects were cancelled. It is concluded that it may be more productive to accept test results and concentrate instead on eliminating the inequities which influence the achievement disparity. (Author/CP)

ED 189 238 UD 020 743

Schoener, John E. Schwager, Istar

Title I Children's Program: Learning to Read through the Arts. Developer/Demonstrator Project, National Diffusion Network, United States Office of Education. Evaluation Report 1978-79.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date- 79
Note-18p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Activities, *Art Education, Compensatory Education, Demonstration Programs, Elementary Education, Federal Programs, *Language Experience Approach, *Museums, Program Descriptions, Program Effectiveness, Program Evaluation, Reading Achievement, *Reading Programs, Validated Programs
Identifiers-*Elementary Secondary Education Act Title I, National Diffusion Network Programs, New York (New York)

This is an evaluation of a program designed to improve the reading skills of Title I eligible children in grades 4-6 through the integration of a total art program with a total reading program. A total of 1,176 New York City school children were served by the program, which was conducted by the Board of Education in association with five city museums. Presented in this evaluation are a brief description of program activities and achievement objectives, as well as the results of the California Achievement Test (pre and post) and the Wisconsin Design Skill Development Test, both of which were administered to participating students. Based on these results it is concluded that the Title I Learning to Read Through the Arts'' project was a success. Recommendations are offered regarding: (1) the expansion of the program within New York City and as a nationwide resource center; (2) expansion of the student population served to include special education students, bilingual students, and students younger than 4th grade; (3) expansion of evaluation procedures to focus on other than reading skills; and (4) the continued allocation of funds for the development of training materials. (GC)

ED 189 014 SO 012 713

O'Connor, Edmund

World Studies in the European Classroom. Education and Culture.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date-80

Note-98p.

Available from-Manhattan Publishing Company, 80 Brook St, PO Box 650, Croton, NY 10520 ($7.00)

Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Comparative Education, *Educational Needs, *Global Approach, Intellectual Disciplines, Interdisciplinary Approach, Objectives, Secondary Education, Social Studies, Teaching Methods, Thematic Approach, *World Affairs, *World Problems

Identifiers-*Europe

The study of world problems in secondary European schools is examined. The study reflects the concerns of a group of teachers from 15 European countries and from a range of disciplines who attended a course on World Problems in the European Classroom'' which was held at Lillehammer in July, 1979 as a contribution by Norway to the Council of Europe's Teacher Bursaries Scheme. Reasons for teaching world studies include the need to counter national and regional introversion, to promote respect for other cultures and for ethnic minorities, and to influence attitudes toward the international community. The problems encountered in introducing or teaching world studies are many and varied: (1) there is a lack of genuine commitment on the part of decision makers; (2) the curricula is overcrowded and the demands of public examinations tend to dictate the contents as well as the style of teaching; and (3) teachers lack self-confidence and training. Strategies for introducing and extending world studies include Education for International Understanding'' programs, development education, and teacher training. World studies can be taught in interdisciplinary and multidisciplinary courses, in single disciplines or through the study of themes such as energy, industrialization, or population. Teaching methods for world studies should include case studies, role playing, simulation games, and human resources. The publication concludes with a selective list of reports and books and organizations. (Author/RM)

ED 189 036 SP 016 177

Pate, Glenn S.

The La Colina Center: A Teaching Center with a Teaching Director.

Note-17p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College School Cooperation, Cooperating Teachers, Individualized Instruction, Junior High Schools, *Preservice Teacher Education, *Student Teachers, *Student Teacher Supervisors, *Teacher Centers, Team Teaching

The La Colina Teacher Center had a live-in supervisor who taught part of the day and worked in teacher education part of the day. The general goals for this unique situation were to: 1) increase the contact the supervisor had with student teachers and cooperating teachers, 2) better integrate the student teachers into $he school's program, 3) increase the faculty's appreciation of the student teachers, and 4) provide the student teachers with a wider range of educational experiences than they would have otherwise had. Results of a questionnaire sent to participating student teachers indicated that they found the situation positive. Supervisors and cooperating teachers also benefitted. The La Colina Center model provided not only an excellent setting for teaching trainees but also the potential for upgrading and renewing teacher educators' effectiveness. (CJ)

ED 189 063 SP 016 250

Agnew, Ann T.

Liberally Educated Teachers: The Potential for Reducing Educational Fragmentation.

Note-12p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making Skills, Elementary Secondary Education, Integrated Activities, *Integrated Curriculum, Interpersonal Competence, *Liberal Arts, Preservice Teacher Education, Process Education, Program Development, *Skill Analysis, *Teaching Methods

The liberal education of teachers is based on two types of knowledge: a professional training in education and methodology, and the academic knowledge upon which specific teaching skills are built. This second type develops perception, interpretation, application, and verbal and nonverbal skills. Liberally educated teachers can understand and teach the connections between and the integration of skills in the classroom, reducing the possibility of fragmentary learning'' (or the acquisition, but not integration, of skills). Because their liberal arts background provides them with the ability to adjust to student needs and curriculum changes without yielding the major educational goal, liberally educated teachers are equipped to make decisions, plan programs, and coordinate activities that bring about the most effective learning atmosphere possible. (CJ)

ED 189 090 SP 016 354

Lawson, Hal A. Pugh, D. Lionel

Six Significant Questions About Performance and Performance Courses in the Major.

Pub Date-12 Apr 80
Note-8p.; Paper presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention (Detroit, MI, April 12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Education, *College Curriculum, College Faculty, Competency Based Education, *Curriculum Development, Degree Requirements, Higher Education, *Majors (Students), *Physical Education

James Bryant Conant's book, The Education of America'' (1963), triggered a major change in physical education curricula. Formerly a (sports) skills and applied techniques oriented discipline, physical education has expanded to areas such as kinesiology and sports sociology. However, performance and performance courses are still an important aspect of the college curriculum of physical education majors.

Questions about the role of this aspect of physical education concern: 1) degree and number of actual performance skills and abilities; 2) appropriate entry standards of performance competence for majors; 3) the possibility of structuring performance courses so that they are pursued apart from professional application; 4) the relationship between professional education, disciplinary study, and performance courses; and 5) the roles of faculty responsible for performance courses. (CJ)

ED 189 134 TM 800 304

Tennyson, Robert D.

Instructional Control Strategies and Content Structure as Design Variables in Concept Acquisition Using Computer-Based Instruction.

Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Concept Formation, Foreign Countries, Higher Education, *Learning Processes, Pacing, Pretests Posttests, Programed Instruction, Time Factors (Learning)
Identifiers-*Adaptive Instructional Management System, *Content Structure, Spain

Two instructional design variables directly related to concept learning were investigated. The first variable, management strategy, tested the hypothesis that advising students of their learning need in relationship to acquisition of a task at a given criterion would be more effective than either adaptive control or learner control strategies. Data analysis showed that for college students, the advisement condition resulted in better performance than the learner control and needed less instructional time and fewer instructional instances than the adaptive control. The second variable contrasted two forms of content structure used in learning coordinate concepts: simultaneous and successive. Students given concepts simultaneously performed better on the posttest and needed less instruction than those who received concepts successively. (Author/CTM)

ED 189 155 TM 800 326

Wolfle, Lee M.
Path Analysis with Categorical Data: Applications to Education.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-300-78-0516
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Ability, Data, Data Analysis, *Dropouts, *Grade Point Average, Higher Education, Hypothesis Testing, Models, *Path Analysis, *Racial Factors
Identifiers-*Categorical Data, *Causal Analysis, Chi Square, National Longitudinal Study High School Class 1972

An extension of the methods of path analysis to include studies of categorical data was described and exemplified in a causal study of college dropouts. The usual models and methods of causal (path) analysis were designed for the study of quantitative variables and are not appropriate when the variables under investigation are categorical. Extensions of the loglinear analysis of contingency tables to include cases with a specified order of priority for variables in a causal model is used to expand the range of theoretical questions that educational researchers can address. The example presented in this document concerns the problem of withdrawal from institutions of higher education using data from the National Longitudinal Study. The model related a respondent's race and ability, two exogenous variables, to postsecondary grades and both grades and ability to the dropout variable. The results support the proposed causal model and indicate that the effects of ability and grades are independent of race. (Author/CTM)

ED 189 176 TM 800 358

Eash, Maurice J. And Others

Assessment of Multiple Outcomes: An Evaluation Research Study of a Compensatory Early Childhood Program (Child Parent Centers and Child Parent Expansion Program).

Pub Date-Apr 80
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Attendance, Birth Order, *Compensatory Education, Disadvantaged Youth, *Early Childhood Education, Family Environment, Locus of Control, Longitudinal Studies, *Parent Participation, *Program Evaluation, Research Design, Siblings
Identifiers-*Child Parent Expansion Program, Comprehensive Tests of Basic Skills, Elementary Secondary Education Act Title I, Iowa Tests of Basic Skills, *Parent Child Centers

Child Parent Centers (CPC) have been established in selected disadvantaged areas to provide systematic educational experiences for preschool children as young as three years of age. This study provides an update on the current state of the CPC and its latest adaption, the Child Parent Expansion (CPX) Program. A three-year, longitudinal evaluation was designed. This paper reports on the first year of the evaluation, and involves the comparison of five and eight-year-olds, to controls on measures of reading and mathematics achievement, locus of control, parent interview-based measures of home educational environment, school attendance, number of siblings, and birth order. The major findings concern the effects on achievement of the CPC treatment as compared to the regular school experience for the two age groups. Short-and long-term effects of participation on the quality of home environment are shown, and home environment was found to be significantly related to achievement. Implications are drawn concerning CPC program development and program policy, as well as the conduct of evaluation studies. (Author/GSK)

ED 189 261 UD 020 789

Keller, Gary D. Tilis, Howard S.

Final Evaluation of Project Aprende, 1978-79. School District Community School District 6, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007700623
Note-63p.; Tables may be marginally legible due to small print. Not available in paper copy due to broken print in tables.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, *Cross Cultural Training, Junior High Schools, Language Dominance, Program Descriptions, Program Effectiveness, Program Evaluation, *Second Language Instruction, *Spanish, *Spanish Speaking
Identifiers-*Bilingual Education Act 1968, *New York (New York)

Project Aprende is an Elementary and Secondary Education Act Title VII bilingual-bicultural program established in three junior high schools in New York City. The program is intended to supplement and enrich basic tax levy bilingual instructional programs. The program includes five components: bilingual-bicultural instruction in reading, language arts, and selected content areas; a bilingual guidance program; a staff development program; a curriculum development project; and a parent involvement and education program. The program services a limited English speaking group of children and a group of non-Hispanics whose parents expressed an interest in having their children study Spanish as a second language. Students receive content area instruction in their native language and instruction in their second language depending upon need. Subjects such as art, music, and physical education are conducted bilingually. Program evaluation was completed employing classroom observation, questionnaires and pre/postest achievement measures. Data indicated that Project Aprende is functioning as intended. Recommendations are made for improvement of the basically sound program. (Author/MK)

ED 189 037 SP 016 186

Blomstedt, Bob And Others

Management Engineered Teacher Education Through Clinical Supervision.

Pub Date-80
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment, *Classroom Techniques, *Cooperating Teachers, Higher Education, *Inservice Teacher Education, Professional Development, Program Implementation, *Student Teachers, Teacher Effectiveness, Teacher Improvement, *Teaching Methods

Management Engineered Teacher Education (METE) is a process of developing teacher effectiveness in classroom management. It is based on the individual teacher's attributes, philosophies, and strategies. The goals and objectives of METE and that of clinical supervision complement and support each other. The concepts and methods inherent in clinical supervision would enable a supervisor to assist teachers in acquiring, maintaining, and improving essential knowledge, skills, attributes, and competencies needed to effectively perform the four essential functions of the METE system. (CJ)

Jones, Phillip E. Retish, Paul M.

A Sense of History: The Relationship of Social Awareness to Human Relations in the Classroom.

Pub Date-Oct 79
Note-15p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, *Civil Liberties, Civil Rights, Cultural Differences, *Human Relations, Human Services, *Interpersonal Competence, *Racial Bias, Social Change, *Social Integration, Social Services, *Student Attitudes

The results of two class surveys of students in a course addressing racism and discrimination in educational and social service systems are analyzed. The course objective was to help students develop the personal insight and analytical skills needed to synthesize information on human rights issues. The study indicated that the students were not very knowledgeable about issues affecting people culturally different from themselves. It is suggested that development of the cognitive skills necessary to improve human relations and create social change may be an abstract exercise for socially unaware students with little affective learning occurring. (JD)

ED 189 113 TM 800 276

Divgi, D. R.

Dimensionality of Binary Items: Use of a Mixed Model.

Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Error of Measurement, *Factor Analysis, Factor Structure, *Item Analysis, *Latent Trait Theory, Test Interpretation, Test Items
Identifiers-*Metropolitan Achievement Tests

Because it is difficult to ascertain the dimensionality of a test composed of binary items through the use of factor analysis alone, a method is proposed that combines item characteristic curve (ICC) theory with factor analysis. Factor structure of tetrachoric correlations is distorted by non-normal distribution of ability. Item characteristics curve theory cannot demonstrate multidimensionality. Therefore, a model is proposed in which the item score is expressed as the sum of an ICC function representing the general factor, and a residual obeying a linear factor model. The former is calculated using estimated ability and subtracted from the observed item score to obtain the residual. Residuals are factor analyzed by standard methods. An illustration is provided using reading and mathematics items. The results show that the variance due to factors specific to subtests is small compared to error even when subtests differ widely in content. (Author/CTM)

ED 189 196 TM 800 382

Annotated Bibliography on Applied Performance Testing (Third Edition).

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-128p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, *Annotated Bibliographies, Elementary Secondary Education, Postsecondary Education, *Situational Tests

The third edition of this bibliography is the outcome of a continuing attempt by the Clearinghouse for Applied Performance Testing to survey literature in this area of measurement. The general intent is to enable users to efficiently identify materials to suit their needs. A six-part classification system is used: theoretical/conceptual documents; descriptions of applications of applied performance tests (APT) in particular settings; research studies and reviews of research related to the development/use of APT; descriptions of APT; documents concerned with the development of APT; and bibliographies and other sources of information on applied performance testing. Information is provided as to where documents may be obtained. Abstracts are assigned content area designations indicating the field to which they relate, and are cataloged by these areas. Also specified are the skills or abilities whose measurement is discussed. Four grade/age levels are used to identify the educational level of examinees to which the document refers: elementary, secondary, postsecondary, and adult. Abstracts are within in the indicative style, and suggested user groups are identified. (GSK)

ED 189 217 UD 020 697

Bowles, B. Dean

School-Community Relations, Community Support, and Student Achievement: A Summary of Findings.

Note-12p.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstracts, *Academic Achievement, *Community Support, *Educational Research, Elementary Secondary Education, *School Community Relationship

Summaries of four studies on school community relations, student achievement and community support are provided in this report. The studies abstracted are: (1) School-Community Relations, Student Achievement, and Conflict Resolution,'' by John E. Ingram, Jr.; (2) School-Community Relations and Student Achievement in Communities of Differing Socio-Economic Character,'' by Hillel I. Raskas; (3) School-Community Relations in Elementary and Secondary Schools,'' by Charlotte Oinonen; and (4) Some Conclusions, Observations and Alternative Models for School-Community Relations,'' by B. Dean Bowles. Each summary provides information on the purpose of the study, research methodology, and study findings. (MK)

ED 189 239 UD 020 744

Something That Works for Me. 100 Teaching Practices Used in Our Schools. Grades K-12. No. 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date-Mar 80

Note-38p.; Not available in paper copy due to blurred print.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, Classroom Techniques, Elementary Education, *Instructional Improvement, *Instructional Innovation, *Teaching Methods

The teaching practices presented in this manual address the following curriculum areas: language arts, art, music, guidance, physical education, special education, human relations, library skills, social studies, science, class management, math, reading, spelling, English as a second language, typing, foreign languages, humanities, English, computer programming, business education, and occupational-vocational education. Each teaching practice is labelled by curriculum area and grade level and is briefly described. (MK)

ED 189 015 SO 012 714

Gendell, Murray

Sweden Faces Zero Population Growth. Population Bulletin, Vol. 35, No. 2, June, 1980.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date-Jun 80

Note-49p.

Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, DC 20036 ($2.00, quantity discounts available)

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Birth Rate, Contraception, Employment, Family Planning, Females, Immigrants, Labor, Marriage, Older Adults, *Population Growth, Population Trends, Retirement Benefits, Social Influences, Social Problems, Womens Education

Identifiers-*Sweden, *Zero Population Growth

This bulletin examines the causes of the fertility decline in Sweden and the concerns and ambivalence of Swedes about zero population growth (ZPG). The fertility decline is attributed to many causes. In recent years there has been a drop in marriage rates and a sharp increase in non-marital cohabitation. The decline is also related to the increasing education and escalating employment rates among women. Other causes include the increased availability of effective contraception and legal abortion. If fertility remains below replacement at 1.8 births per woman and immigration balances emigration as now projected, the proportion of persons 65 and older will rise from 16 percent in 1977 to 20 percent of the population in 2025, higher than has been conjectured for a ZPG society. Financing retirement and medical benefits for the elderly already demands nearly half of the large total spent on social welfare and is escalating. Since World War II Sweden has welcomed refugees and until the 1970s encouraged immigration to fill labor needs. Integrating newcomers into the historically homogeneous society has caused problems despite conscientious policy efforts. Reducing immigration could mitigate these problems but could also mean an earlier and faster population decline than now projected. (Author/RM)

ED 189 038 SP 016 188

Pinkney, H. B.

Problems and Strategies Relating to Employment and Retention of Black Teachers, Including Some Attention to Special Skills Needed by Black Teachers in Order for Them to Work Effectively as Advocates for Black Children.

Pub Date-Jun 80

Note-22p.; Paper presented at the National Conference on the Preparation and Survival of Black Public School Teachers (Norfolk, VA, June 26-27, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Employment, *Black Students, *Black Teachers, Cultural Awareness, Educationally Disadvantaged, Elementary Secondary Education, Racial Bias, *Teaching Skills, Urban Culture, *Urban Education

Teachers who are concerned and committed are especially needed in urban education. Problems and strategies related to the employment and retention of Black teachers are the quality of teacher education majors and the programs, the widespread myth of Black inferiority, the lack of effective communication skills and a positive self-image, and the need to reform the classroom. Black teachers also need special skills once they are in the classroom. Teachers must know how to eradicate the myths concerning Black students, including: 1) alleged apathy of Black students and their parents, 2) the perception of Black students as uneducable and innately inferior, and 3) the tendency to think that those students who speak Black English'' are inferior. Black teachers should also have skills in behavioral sciences, individualized instruction, understanding cultural backgrounds, and student motivation. (CJ)

ED 189 091 SP 016 361

Carey, James O. Israelite, Larry

Satellite Teleconference on Networking for Interagency Collaboration: Evaluation Report.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note-61p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agency Cooperation, *Delivery Systems, *Information Networks, Organizational Communication, *Program Evaluation, Social Services, *Teleconferencing, *Youth Agencies

A satellite assisted, interactive teleconference titled Networking for Interagency Collaboration'' was evaluated to determine the effectiveness of the telecommunications mode in contrast to a central site mode. The conference background, goals, and content are described and two specific telecommunications goals are formally presented: 1) to demonstrate the need for and benefit of social service networks to increase the efficiency of service delivery, and 2) to have an impact on networking at the sites participating in the conference.A survey of participants indicated that teleconferencing, as an instructional format, helped them to learn new information and make new contacts, become aware of deficiencies in the current social service system, and take the first organizational steps in establishing formal, interagency networks. Participant views on the shortcomings of the telecommunication mode and observations on the mode's cost effectiveness are presented. (CJ)

ED 189 135 TM 800 305

Ruff, Frances K.

Instructional Variables and Student Acnievement in Reading and Mathematics: A Synthesis of Recent Process-Product Research.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 78

Note-45p.

Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($2.75)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Class Organization, Classroom Communication, Elementary Education, Feedback, Grouping (Instructional Purposes), Learning Activities, *Research Problems, Socioeconomic Status, State of the Art Reviews, Supervisory Methods, *Teacher Effectiveness, Teacher Role, Teaching Methods, Time Factors (Learning)

Identifiers-*Process Product Research

The findings of eight reviews of process-product studies are synthesized. Results are organized under the main headings of time, instructional organization, monitoring, management, instruction, and environment. The paper begins with a brief history of research on teacher effectiveness, a description of the process-product paradigm, and a discussion of some of the problems characterizing this type of research. The studies suggest that the effective teacher (primarily of low SES children in the primary grades) is one who (1) uses time efficiently, keeping students engaged with task-related activities; (2) organizes students into medium to large groups for instruction, (3) correctly monitors work while being available to provide answers to student-initiated questions; (4) assumes the role of a strong leader; (5) asks low-order questions, ensures that students have the opportunity to learn sufficient amounts of content, keeps interaction at a low level of complexity, structures lessons so that students are aware of objectives; and (6) sustains a classroom environment that is warm, friendly, democratic, and relatively free of disruptive behavior. (Author/CTM)

ED 189 218 UD 020 698

Milwaukee ESAA Title VII Magnet School Program. Evaluation Report: 1978-1979.

Milwaukee Public Schools, Wis.
Bureau No.-589AH80048
Pub Date-79
Grant-G007805141
Note-288p.; Photographs may be marginally legible.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Academic Achievement, Elementary Secondary Education, *Magnet Schools, Multicultural Education, *Program Effectiveness, Program Evaluation, Racial Integration, Racial Relations, *School Desegregation, Urban Schools, Voluntary Desegregation
Identifiers-*Emergency School Aid Act Title VII, *Wisconsin (Milwaukee)

Funds provided by the Emergency School Aid Act Title VII Magnet Project in 1978-1979 were largely responsible for attainment by the Milwaukee Public Schools of voluntary desegregation through specialty schools designed to meet a variety of student needs and interests. The positive impact of magnet schools on system goals was confirmed by evaluation findings showing that (1) the majority of magnet program students reported that, compared with the previous year, they had more friends of other races and ethnic groups and attributed this to school-initiated activities; (2) magnet third and seventh grade students exceeded 1977-1978 city-wide reading and mathematics achievement with a larger percentage of high scorers and a smaller percentage of low scorers; (3) 86% of magnet parents reported satisfaction with their children's educational program; (4) 80% of high school students reported that they liked their magnet career specialties and 70% intended to re-enroll; and (5) the multicultural climate of magnet schools was assigned a significantly higher rating than comparable non-program schools. The few negative findings were limited to two failures to meet standards of racial balance and minor deviations from the high criteria set for program objectives. (Author/MK)

ED 189 240 UD 020 747

A Summary Report of the Vice President's Task Force on Youth Employment.
Vice President's Task Force on Youth Employment, Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-80
Note-75p.; Sponsored by the Office of Youth Programs. Photographs may not reproduce well.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Role, *Employment Opportunities, Federal Programs, Government Role, Job Skills, *Public Policy, *Unemployment, *Youth Employment, *Youth Opportunities, Youth Problems

The Vice President's Task Force on Youth Unemployment conducted a policy review to determine the causes of youth unemployment, to study the Federal youth employment demonstration, and to determine policy options for addressing unemployment problems in the future. The review was conducted through analysis of current programs, interviews with young people, and conferences with national and community leaders. The seven key findings of the task force discussed in this summary are: (1) youth employment problems and opportunities are unevenly distributed; (2) many young people do not have adequate basic reading, writing, and arithmetic skills necessary to get and hold decent jobs; (3) there is a shortage of opportunities for young people to establish employment resumes from which employers can determine eligibility for jobs; (4) Federal employment and training programs must be made simpler and more flexible to be effective; (5) young people need information about jobs and careers and support from community networks during the transition from school to work; (6) community based and voluntary organizations are well suited to working with groups of youth who have serious employment problems; and (7) a partnership of business, schools, unions, community organizations and government is needed to resolve the dilemma of youth unemployment. (Author/MK)

ED 189 262 UD 020 790

Cervenka, Edward J. Rodriguez-Munoz, Juan
Final Evaluation Report on the Rafael Cordero Bilingual School, 1978-79.
Community School District 4, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Oct 79
Grant-G007503636
Note-91p.; For a related document see ED 181 121.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Education, *English (Second Language), Junior High Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish, Spanish Speaking, Staff Development
Identifiers-*Bilingual Education Act 1968, *New York (New York)

The Rafael Cordero Bilingual School (RCBS) provides a basic program in bilingual education for junior high school students. During the 1978-1979 school year, approximately 20% of enrolled students were English-dominant and 80% were Spanish-dominant. The program serves its major educational function as a way-station for bilingual students coming from bilingual elementary programs and prepares them for the challenges they will encounter in high school. The program included a staff development component and a program management component. Program evaluation was completed through pre-posttest student achievement data, attitude surveys, and evaluator observations. Evaluators concluded that the achievement of students at RCBS was quite satisfactory, staff development activities were viewed positively and assisted school personnel, and program management did not appear to improve over the previous year. Recommendations for future program implementation are included. (Author/MK)

ED 189 065 SP 016 255

DeJames, Patricia L.

Effective Parent/Teacher/Child Relationships.

Pub Date-80

Note-7p.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Development, *Child Development, Communication Skills, Discipline, Elementary Education, *Parent Child Relationship, Parent Influence, *Positive Reinforcement, Self Concept, *Student Teacher Relationship, Teacher Influence

Teachers and parents should seek effective ways of developing relationships with children to exert positive influence on their psychological, mental, and emotional health. The manner in which a child is treated or talked to by parents and teachers contributes to future abilities to cope, solve problems, engage in decision-making strategies, communicate effectively with peers, and interact in the adult world. An environment characterized by open communication, positive self-concept, democratic attitudes, and active listening will prevent many problems that children face in their developing years. (CJ)

ED 189 114 TM 800 277

Berk, Ronald A.

Domain-Referenced Versus Mastery Conceptualization of Criterion-Referenced Measurement: A Clarification.

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification, *Criterion Referenced Tests, *Mastery Tests, Measurement Objectives, Models, *Test Construction, Test Format

Identifiers-*Domain Referenced Tests

Two approaches to criterion-referenced measurement are described and contrasted domain-referenced testing and mastery testing. This paper is organized according to ten issues or stages in test construction: (1) content domain specification; (2) item construction; (3) item domain specification; (4) item analysis; (5) item selection; (6) parallel forms assumption; (7) cutting score selection; (8) test validity; (9) test reliability; and (10) score interpretation. (Author/GDC)

Griswold, Philip A. Cox, David L.

Perceived Classroom Climate and Cognitive Structure of Geometry Terms as a Function of Matching Students with Teachers on Field Independence.

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment, *Cognitive Style, *Course Content, Geometry, Grade 10, High Schools, Males, *Multidimensional Scaling, *Student Teacher Relationship
Identifiers-*Field Dependence Independence, *Group Embedded Figures Test

Twenty-three tenth grade male students from an urban, parochial preparatory schools participated in this study, along with two male geometry teachers. On the basis of the Group Embedded Figures Test, one teacher was assigned field dependent students, and the other teacher was assigned field independent students. The field dependent class evaluated the classroom climate more positively and closer to their teacher's perception than did the field independent class. Interpretation of individual difference multidimensional scaling suggested that the configuration of the relationships among geometry terms was similar for the two classes. These results suggest that, while FDI may be a factor in the perception of classroom climate for matched students and teachers, it makes little difference in terms of the inferred cognitive structure of the subject matter. (Author/GSK)

Schurr, K. Terry Henriksen, L. W.

Can Questionnaire Item Ordering Affect the Inter-Item Relationships? An Empirical Example.

Ball State Univ., Muncie, Ind.

Pub Date-Apr 80

Note-45p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Correlation, Elementary Secondary Education, *Factor Analysis, Factor Structure, Inservice Education, Item Analysis, *Questionnaires, Response Style (Tests), Teacher Attitudes, Test Construction, *Test Format, Test Reliability

Identifiers-*Test Order

Five questionnaire forms containing 61 items specifying potential inservice topics for public school teachers were sent to a stratified random sample of Indiana public school administrators and curriculum supervisors. The five forms differed in that, for two forms, the items were ungrouped and appeared in different orders; and, for three forms, the items appeared in different orders and were presented within different labeled item groupings. A 68 percent return rate provided 1,468 useable questionnaires for the data analysis. An item-order effect was demonstrated by comparing Pearson product-moment correlations, covariance matrices, residuals resulting from a fixed factor structure, and factor loading patterns for the various questionnaire forms. The item-order effect appeared to be more pronounced for adjacent item pairs than for item pairs separated by one or two items. Only a marginal effect was demonstrated for item grouping with captions. It is probable that low-inference type items factor structures obtained from survey data are dependent upon item order, but only minimally affected by item grouping. (Author)

ED 189 197 TM 800 386

A Bibliographic Guide to Functional Literacy.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-67p.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education, *Annotated Bibliographies, Economic Factors, *Functional Literacy, Literacy Education, Measurement Techniques, Postsecondary Education, Public Policy, Social Problems, Standards

The primary purpose of this bibliography is to stimulate active communication of research needs and findings among researchers, practitioners, and policy-makers concerned with adult functional literacy. By topically arranging and briefly annotating significant research articles on functional literacy, this Guide introduces some of the major issues in literacy research. Generally, articles are non-technical so as to make research accessible to the non-specialist. The Guide is divided into five major chapters, each focusing on a specific topic: Literacy Policy; Definitions and Measurements; Adult Literacy Education, Determining Literacy Requirements, and, Consequences of Literacy. The chapters begin with brief overviews of major issues,

Articles and books are then cited and annotated, describing how material covered in each selection fits into the topical focus of the chapter. (Author/GSK)

ED 189 039 SP 016 196

Reagan, Patricia A.

Pre and Post Test Evaluation of Students' Values Taking Human Sexualtiy Classes at University of Utah. Does Sex Education Change Students' Values?''

Pub Date-80
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, Health Education, Higher Education, *Moral Values, Self Concept, *Sex Education, Sexuality, *Student Attitudes, *Teacher Attitudes, *Teacher Influence

A study was made to determine whether a course in human sexuality conducted in a nonmoralistic manner, taught by a teacher considered by herself and her students as liberal concerning sexual matters, would change the values of these students. Pre- and post-instruction attitudes of students and teacher were measured on the topics of sexual philosophy, homosexuality, premarital sex, abortion, masturbation, living together, and birth control. An analysis of results indicated that the attitude of the teacher in these areas had little impact on student attitudes. (JD)

ED 189 066 SP 016 260

Murnane, Richard J. Phillips, Barbara R.

Learning by Doing, Vintage, and Selection: Three Pieces of the Puzzle Relating Teaching Experience and Teaching Performance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date-Mar 80

Contract-400-76-0157

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted, Educational Quality, Faculty Mobility, *Job Performance, Labor Market, Research Methodology, *Teacher Effectiveness, *Teacher Selection, *Teaching Experience

This paper points out that the puzzling nature of the evidence concerning the relationship between teaching experience and teaching performance is due in part to the research methodology used to study this relationship. Cross-sectional data reflects three different phenomena: learning by doing, teachers' academic excellence, and influence of the job market on selection of teachers. It is explained how these phenomena influence the relationship between experience and performance observed in a cross-section of teachers. It is suggested that teachers' academic excellence has a marked effect on the estimated impact of learning by doing on teaching performance. (Author/JD)

ED 189 092 SP 016 374

Drummond, Robert

The Impact of a Model of Student Teaching Supervision on Cooperating Teachers and Field Supervisors.

New England Teacher Corps Network, Portsmouth, N.H.
Pub Date-Jul 80
Note-77p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cooperating Teachers, *Student Teacher Supervisors, *Student Teaching, *Supervisory Methods, *Supervisory Training, Teacher Workshops

The purpose of this study was to investigate the effects of training in supervision on the performance of cooperating teachers and field supervisors. A one day workshop based upon a model of supervision developed by Boyan and Copeland (1978) was presented to 32 cooperating teachers and field supervisors. The four stages of the model included a pre-observational conference between supervisor and teacher, observation by the supervisor of the teacher's class, analysis and identification of change by the supervisor, and a post-observational conference between the supervisor and teacher. The study addressed the major areas of: 1) the immediate reaction of participants to the model, components, and the need for further training in supervision; 2) the impact that the training had on their performance; 3) the needs, expectations, and personal dynamics of cooperating teachers; and 4) the practices of cooperating teachers. Conclusions and recommendations for a model on theory of supervision, practice and program, and research and evaluation are presented. (Author/CJ)

ED 189 115 TM 800 278

Huntley, Renee M. Plake, Barbara S.

Effects of Selected Item-Writing Practices on Test Performance: Can Relevant Grammatical Clues Result in Flawed Items?

Pub Date-Apr 80
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Entrance Examinations, *Cues, Difficulty Level, *Grammar, Higher Education, High Schools, *Multiple Choice Tests, Racial Differences, *Response Style (Tests), Sex Differences, Social Studies, *Test Construction, *Test Items, Test Results
Identifiers-Act Assessment, *Distractors (Tests), Item Discrimination (Tests)

Guidelines for test item-writing have traditionally recommended making the correct answer of a multiple-choice item grammatically consistent with its stem. To investigate the effects of adhering to this practice, certain item formats were designed to determine whether the practice of providing relevant grammatical clues, in itself, created cue sensitivity both for misdirection and direction. American College Test (Act) Assessment experimental social science items were constructed to investigate grammatical compliance in two particular situations: plural-singular and vowel-consonant (stem ending in a/an) agreement. Items were worded so that all situations were grammatically appropriate. Results suggested that subjects were sensitive to these cues, to some extent. It was suggested that rephrasing items into neutral, but still grammatically precise language for example, including words such as a/an, or agency/agencies in stems could eliminate this sensitivity. (Eight illustrative items are appended). (Author/GDC)

ED 189 263 UD 020 791

McDonnell, Sheila

District 24 Decentralized Title I Umbrella & Impact Aid (PL 81-874). Final Evaluation Report, 1978-1979.

Community School District 24, Queens, N.Y.
Pub Date- 79
Note-41p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Compensatory Education, *Diagnostic Teaching, Elementary Education, English (Second Language), Federal Programs, Junior High Schools, Mathematics, Program Descriptions, *Program Effectiveness, Program Evaluation, Reading Programs
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (Queens)

Seven programs funded under Title I Umbrella and Impact Aid and carried out in elementary and intermediate/junior high schools of District 24, Queens, New York, are described in this report. The programs are: (1) Strengthened Basic Skills Program; (2) Diagnosis and Treatment of Reading Disabilities; (3) Diagnostic/Prescriptive Mathematics Program; (4) Decentralized Non Public School Components conducted in two parochial schools; (5) Teaching English as a Second Language; (6) Optional Assignment Diagnosis and Treatment of Reading Disabilities; and (7) Optional Assignment Diagnostic/Prescriptive Mathematics Program. For each, the target population, educational objectives, and program activities are described and student achievement data are presented. Recommendations are also offered regarding continuation of funding and improvement in program procedures. A discussion of statistical methodology utilized for the overall evaluation of the seven programs is also included in the report. (GC)

Lipman, Matthew Smith, Theresa L., Ed.
Mark.
Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date-80
Note-89p.
Available from-Institute for the Advancement of Philosophy for Children, Montclair State College, Upper Montclair, NJ 07043 ($6.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adolescent Development, Democratic Values, Discourse Analysis, Fiction, Generation Gap, High School Students, Individual Development, Individual Power, Moral Development, *Philosophy, Secondary Education, *Self Concept, Socialization, Social Studies, *Social Values

Mark is the central character in this story designed to help adolescents formulate a philosophy of values. The story is well suited for use in high school social studies courses and/or in philosophy or guidance units. Mark's thoughts and actions are reported as he interacts with his family, friends, acquaintances, and individuals of authority within his school and community. The story line centers on Mark's experiences during high school. Because many of the experiences will be familiar to a wide audience of adolescents, it is hoped that they will be able to relate to them and draw meaningful value lessons from them. The story line centers on Mark's experiences trying to explain missing books to the school librarian, denying vandalism to the police, sharing hopes and problems with his peers, and contributing input to a family decision regarding a move to another city. Issues brought out in these and other adventures include rights of citizens in a democratic society; rights and responsibilities of an individual to family, school, and community; decision-making processes in personal and social contexts; inequality in society; conflicts between people in different strata of society; and gaps between youthful idealism and adult conservatism. (DB)

ED 189 136

TM 800 306

Rudman, Herbert C. And Others

Integrating Assessment with Instruction: A Review (1922-1980). Research Series No.75.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-400-79-0067
Note-161p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Criterion Referenced Tests, *Decision Making, Diagnostic Tests, Educational Diagnosis, *Educational Testing, Elementary Secondary Education, Higher Education, *Informal Assessment, *Information Utilization, Inservice Teacher Education, *Instruction, Legal Problems, Norm Referenced Tests, Pacing, Prognostic Tests, Student Evaluation, Teacher Attitudes, Testing Problems, Test Interpretation, Test Reliability, *Test Results
Identifiers-Diagnostic Prescriptive Approach

This review covers a time span from 1922 to 1980. It examines the link that exists between assessment and teaching. After discussing the milieu in which the two take place, the remainder of the review addresses four questions: (1) how do teachers use test information for instructional decisions?; (2) what has research indicated about the linkage between testing and teaching?; (3) what is known about the linkage between testing and teaching?; and (4) what is and has been available to teachers to aid them in interpreting and using assessment information for instructional decision making? Several highlights of the review include the gap in perceptions of teacher use and attitudes about testing that exist between practitioners and those who consult with or prepare them; the types of specific help available to teachers from those who publish tests; the arguments for and against a diagnostic-prescriptive approach to teaching. The test manuals of five test publishers and manuals published by several organizations are reviewed. A 195-item bibliography is also appended. (Author/CTM)

ED 189 157 TM 800 328

Westin-Lindgren, Gunilla

Physical and Mental Development in Swedish Urban Schoolchildren. Studies in Education and Psychology 5.

Stockholm School of Education (Sweden). Dept. of Educational Research.
Pub Date-79
Note-71p.; The Supplement has been removed because it consists of copyrighted journal articles.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Body Height, Body Weight, Cognitive Ability, *Cognitive Development, Elementary Secondary Education, Foreign Countries, *Longitudinal Studies, *Maturity (Individuals), *Physical Development, Regional Characteristics, Sex Differences, *Socioeconomic Status, Urban Youth
Identifiers-Puberty, *Sweden

From 1964-71, 323 pairs of twins and 740 age-matched controls born in 1954-55, were investigated. Compared to schoolchildren in 1880 and 1940 the children in the present study were taller, reached maturity earlier and passed through puberty faster. No differences between socioeconomic strata defined by father's occupation and family income were found either for children's height and weight or for ages at which various criteria of physical maturity were reached. Daughters of manual workers, however, had more weight per height during puberty than did girls of higher status. Children in South Sweden matured half a year later than children in Middle Sweden. The relation between physical and mental development was investigated by comparing the mental performance of physically early, average and late maturing girls and boys from grade 3 through 7. Support for analogous spurts in physical and mental growth was found. Social background played a more important role than physical maturity for the children's performance on various achievement and mental ability tests given in grades 3, 5, and 6. Measures of mental performance were the Standard Achievement Test in Swedish and in Mathematics; Differential Ability Test; Intellectual Capacity Test; and grades. (Author/CP)

ED 189 198 TM 800 440

Blumberg, Phyllis Felner, Joel

A Practical Methodology for the Systematic Development of Multiple Choice Tests.

Illinois Univ., Urbana. Medical Center.
Spons Agency-National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.
Pub Date-Apr 80
Contract-NIH-1-HU-6-2969
Note-22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Assisted Testing, Course Content, Higher Education, *Item Analysis, Item Banks, Medical Education, *Multiple Choice Tests, *Test Construction, Test Items
Identifiers-Facet Analysis, *Guttman Facet Design Technique, *Test Equivalence

Using Guttman's facet design analysis, four parallel forms of a multiple-choice test were developed. A mapping sentence, logically representing the universe of content of a basic cardiology course, specified the facets of the course and the semantic structural units linking them. The facets were: cognitive processes, disease priority, specific disease, and clinical judgment stage. Developing items from specification strings was simpler and quicker than developing items from objectives without specific guidelines. Due to logistical problems, only two of the four parallel forms originally planned were actually used. Although this increased the number of times each item was used, it did not violate the theoretical methodology, nor the notion that the tests were parallel. The tests will be field tested with fourth-year medical students at five medical schools, to establish their parallel forms reliability. (CP)

UD

ED 189 219 UD 020 701

Kinder, Donald R. Sears, David O.
Symbolic Racism Versus Racial Threats to The Good Life.''
Pub Date- 78
Note-71p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Black Stereotypes, Elections, Etiology, *Racial Attitudes, *Racial Bias, *Social Psychology, Surveys, Voting, *Whites
Identifiers-California (Los Angeles)

The goals of this research were to identify the key political forms of contemporary white racism, to investigate their social psychological antecedents, and to do both in a way that discriminated among several theoretical approaches to understanding prejudice: realistic group conflict theory, displacement theory, and a symbolic'' analysis of racism. The analysis was based upon survey data collected in suburban Los Angeles during two elections, four years apart, in which racial issues were of paramount importance. Findings indicated that symbolic racism was the major determinant of anti-black voting in both elections, both for people removed from possible personal threats posed by blacks and those more personally vulnerable. Direct racial threats to whites' private lives were found to be largely irrelevant to racism. The origins of symbolic racism appeared to lie in preadult socialization of racial predisposition and moral values. (Author/MK)

ED 189 178 TM 800 360

Hewson, Peter W.

A Case Study of the Effect of Metaphysical Commitments on the Learning of a Complex Scientific Theory.

Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Change, *Beliefs, Case Studies, *Concept Formation, Graduate Students, Higher Education, *Learning Theories, *Models, Problem Solving, Relativity
Identifiers-Metaphysics

A model of conceptual change, adapted from Posner, is presented. It includes both the replacement of an existing concept (conceptual exchange), and the incorporation of a new concept (conceptual capture). Conceptual exchange occurs only when an existing concept is dissatisfying and a new concept is intelligible, initially plausible, and fruitful. Conceptual capture occurs if new and existing concepts separately satisfy the four conditions discussed above, and are mutually consistent. The model was applied to three interviews which were held with a graduate tutor in freshman physics; the tutor was asked to solve problems concerning Einstein's Special Theory of Relativity. The first interview was used to determine his metaphysical commitment to a Newtonian, mechanistic view of the world; relativistic effects were explained mechanistically. The second interview showed the stability of his statements four months later and presented the metaphysics underlying relativity in comparison and contrast with his own. The third interview, ten days later, repeated parts of the first and showed that a profound change from mechanistic to a relativistic view had occurred. This case study underscores the importance of knowing a student's initial conceptions, especially those which are implicit and inarticulated, before planning a teaching strategy. (Author/CP)

ED 189 241 UD 020 748

Days, Drew S., III

Remarks by Drew S. Days III, Assistant Attorney General, Civil Rights Division, Department of Justice, Before the American Bar Association National Institute, Washington Hilton (Washington, D.C., on May 22, 1980).

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date-22 May 80

Note-14p.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, Equal Education, Equal Opportunities (Jobs), *Females, *Minority Groups, *Racial Discrimination, *Sex Discrimination

In this speech the Assistant Attorney General for the Civil Rights Division of the Department of Justice discusses the impact of racial and sex discrimination on the nation. The author reflects on the high costs of discrimination, financially and socially, in terms of riot damage, underutilization of the work force, crime, and poor education. In discussing the Federal government's recent affirmative action efforts, he notes that, despite equal opportunity legislation, institutional discriminatory barriers still exist and exacerbate problems of inequality. The author delineates the present administration's goals for affirmative action: (1) a cessation of discriminatory practices, (2) recruitment programs designed to increase pools of eligible minorities and women, (3) replacement of non-valid job related tests with valid devices, (4) increased minority and female hiring and promotion, and (5) back pay for victims of past discrimination. The author concludes with a call for creativity in the implementation of affirmative action and education of the American public about the costs of discrimination. (MK)

ED 189 040 SP 016 199

Greene, Leon
The Sunflower Cardiopulmonary Research Project of Children.
Pub Date-Apr 80
Note-7p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 10-15, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Cardiovascular System, Elementary Education, *Elementary School Students, Exercise, *Exercise Physiology, *Health Education, Parent Participation, Physical Education, *Physical Fitness, Student Attitudes
Identifiers-*Sunflower Project

A three year project designed to determine the value of a health program incorporating a cardiopulmonary fitness program is described. The instructional programs were in heart health, pulmonary health, nutrition, and physical fitness. A noncompetitive exercise and fitness period was employed in addition to the normal physical education time. Parents and teachers also participated in the program. Fitness assessments were given at the beginning of each school year and again at the end. Results indicate that this program improved the health of the participating children by lowering cholesterol levels, blood pressure, and resting heart rate while increasing physical endurance. (JD)

ED 139 067 SP 016 262

Hair, Helen And Others

Developing Internal Structure in Elementary School Students. A System of Classroom Management and Class Control.

Louisiana State Univ., Baton Rouge.
Pub Date-Jun 80
Note-22p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, *Classroom Techniques, *Elementary Education, *Learning Motivation, Student Attitudes, *Student Behavior, Student Teacher Relationship, Summative Evaluation, Teacher Effectiveness, Teacher Influence, *Teaching Methods
Identifiers-Elementary Secondary Education Act Title IV C

A report is given of a three year project in which a system of classroom management designed to develop the ability of elementary school children to function at their maximum capacity in the classroom was implemented and tested. Great emphasis was placed on the use of motivational strategies, reinforcement techniques, involvement of students in classroom management, established routines, and a sound working relationship between teacher and students. Excerpts from the manual used by teachers participating in the project and tables displaying student improvement over the three year period are included in the report. (JD)

ED 189 093 SP 016 399

Loheyde, Katherine Jones

Off-Campus Programs Leading to Permanent Teacher Certification. Inservice Vs. University Credit What Are the Issues?

Pub Date-30 Oct 79
Note-10p.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accreditation (Institutions), Elementary Secondary Education, *Graduate Study, Higher Education, *Inservice Teacher Education, Professional Development, Program Development, Quality Control, *Teacher Certification, *Teacher Education Programs, Teacher Workshops

Teacher certification may depend on 30 credits of collegiate work beyond the baccalaureate degree or the receipt of a Master's degree. Some state education departments, however, are accepting inservice'' credit in lieu of academic credit. Inservice'' training consists of workshops, courses, or programs designed to improve the quality of public education and is usually offered for no credit. The amassing of inservice, nonacademic credits to meet certification requirements is creating two systems with substantial differences in quality. Colleges and universities are faced with the need to offer varied innovative programs for academic credit in off-campus settings. In planning these programs, college officials should consider: 1) state cooperation for transferring of credits for a degree or certification; 2) time, travel, and expense (convenience) factors for teacher attendance and participation; and 3) quality of staff, enrollees, and courses. (CJ)

Bluestone, Michael A. Kerst, Stephen

The Effects of an Advance Organizer, Text Structure, and a Preview of Structure on the Learning and Retention of Prose Material.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advance Organizers, Females, High Schools, High School Seniors, History Textbooks, *Learning, *Nonfiction, *Organization, *Retention (Psychology), *Textbook Content
Identifiers-Text Structure

The effects of an advance organizer, a preview of text structure, and two different arrangements of reading material on prose learning and on delayed retention were investigated. The textual material was preceded by an advance organizer, a preview of structure, or a neutral control passage. The narrative text, which concerned the economic geography of the Soviet Union, had either a hierarchical or a hierarchical and categorical structure. Subjects were 120 high school seniors from a Catholic girls' school. Results indicated that groups reading the advance organizer and either textual structure showed greater learning than control subjects; this effect was replicated eight days later for advance organizer plus hierarchically and categorically structured text, but not for advance organizer plus hierarchically structured text. The preview of reading text structure significantly affected learning for students reading hierarchically and categorically structured text. Results also indicated that students learned and retained significantly more superordinate than subordinate concepts. (Author/GDC)

ED 189 220 UD 020 710

Porter, John W.

A Step Toward Meeting the Full Employment Needs of Youth; Establishing Measurable Components Regarding Employability Skills: An Action Plan for the Council of Chief State School Officers.

Pub Date-Jun 79
Note-14p.; Prepared for the Council of Chief State School Officers Summer Institute (June, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Counseling, Disadvantaged Youth, Elementary Secondary Education, *Employment Qualifications, Job Placement, *Job Skills, Occupational Information, *Vocational Education
Identifiers-Michigan

One way in which the Council of Chief State School Officers (CCSSO) of Michigan can have a positive impact on linking the educational system and the employment world is by providing leadership that recognizes and promotes the preparation of youth with job transferable skills. To that aim, this paper attempts to describe measurable employability skills every worker needs to possess. The author defines employability skills as skills, knowledge, behaviors, and judgments needed to secure, maintain, advance in, and terminate a job, other than occupational or technical skills. Essential employability skills, information areas necessary for job placement, skills necessary for job placement, reasons for failure to be hired, and behaviors which most often result in job termination are listed. The paper ends with a call to action on the part of the CCSSO to verify the most critical employability skills, take aggressive steps to have these skills defined instructionally and incorporated into vocational education programs, and verify demonstration of attainment of the skills by participants in vocational education programs. (Author/MK)

ED 189 017 SO 012 716

Hannon, Thomas J., Jr.

Geography of Religion at Slippery Rock State College.

Pub Date-Apr 80

Note-12p.; Paper presented at Annual Meeting of the Association of American Geographers (Louisville, KY, April 13-16, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation, Christianity, Comparative Analysis, Course Descriptions, *Curriculum, Educational Objectives, *Geography Instruction, Higher Education, *Human Geography, Islamic Culture, Judaism, *Religion, *Religious Education, Research Needs

Identifiers-Buddhism, Hinduism

The paper presents a course outline intended for use in a one semester geography of religion course on the college level. Geography of religion is interpreted to include all aspects of the impact of religion on cultural, political, and economic geography. Objectives are to emphasize distributional aspects of religion and religious phenomena, consider the impact of religion upon the cultural landscape in historical and contemporary settings, and analyze belief systems in an objective manner. Information is presented on five major religions Christianity, Judaism, Islam, Hinduism, and Buddhism. For each religion, topics include cultural impact; attitudes of adherents toward geographic, political, and economic matters; and the cultural landscape in the region in which the religion is found. Information is also presented on concepts considered fundamental to a general understanding of religion. Concepts include cultural diffusion, acculturation, environmental perception, urban transformation, and ideology. Suggested and required readings for each topic are suggested. Most required readings are from two textbooks: Geography of Religions,'' by David E. Sopher, and The Religions of Man,'' by Huston Smith. (DB)

ED 189 137 TM 800 307

Grandy, Jerilee E.
An Investigation into the Construct Validity of Three Career Skills Exercises.
Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, Princeton, N.J.
Report No.-CB-RDR-79-80, No.1; ETS-RR-79-9
Pub Date-Dec 79
Note-157p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Ability, *Career Awareness, *Career Education, Career Guidance, *Decision Making, Factor Structure, High Schools, *Job Search Methods, Measurement Techniques, Test Construction, Test Interpretation, *Test Validity, Verbal Ability
Identifiers-*Career Skills Assessment Program, Multitrait Multimethod Techniques

The construct validity of three of the assessment instruments of the Career Skills Assessment Program (CSAP) was investigated by means of a confirmatory factor analysis designed to measure both the convergent validity and the discriminant validity of the instruments. A Career Development Questionnaire (CDQ) was developed because a search failed to find any other appropriate instrument that might be used to measure the convergent validity of the CSAP. The Preliminary Scholastic Aptitude Test (PSAT) and a Test of General Information were used to investigate the discriminant validity of the CSAP because verbal or academic ability has often been found to contribute to the variance of career-related measures that were not intended to be measures of academic ability. The major measurement components of the study of were first analyzed separately and then the complete model was analyzed together. The results showed that the three CSAP skills measures produced reliable scores, that about half of their variance could not be explained through correlations with any of the other measures, and that most of the explainable variance was due to verbal ability. (CTM)

ED 189 158 TM 800 329

Culbertson, William C. Docherty, Edward M., Jr.

The Predictive and Concurrent Validity of the Elizur Test of Psycho-Organicity.

Pub Date-Apr 80
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Emotional Disturbances, Handicap Identification, *Learning Disabilities, Males, *Neurological Impairments, *Predictive Validity, *Screening Tests, *Test Validity
Identifiers-*Elizur Test of Psycho Organicity

Learning disabled, emotionally disturbed, and unclassified male students originally tested with the Elizur Test of Psycho-Organicity (ETPO) when they were 6 to 11 years of age (time 1), were reassessed four years later (time 2) with the same instrument. Examinees were required to duplicate geometric and colored block designs, and to memorize five digit numbers. As predicted, the total ETPO score at time 1 was found to significantly differentiate and the three classification groups at time 2. Further, a significant correlation ratio of .49 was obtained between ETPO total score at time 1 and classification status at time 2. Also as predicted, the total ETPO score at time 2 significantly differentiated the three classification groups, and a significant correlation ratio of .55 was obtained, indicating that ETPO performance at time 2 was related to classification status at time 2. Classification equations were derived from multiple discriminant analyses. When cross-validated, these analyses reveal an overall hit rate of 61% for the predictive study, and 70.7% for the concurrent study for a combined emotionally disturbed and learning disabled group. (Author/CP)

ED 189 179 TM 800 361

Hunt, Dennis Randhawa, Bikkar S.

Cognitive Processes and Achievement.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Attention Span, Cognitive Ability, *Cognitive Processes, Cognitive Tests, *Factor Structure, Intermediate Grades, Mathematics, Reading Achievement, Spelling

For a group of 165 fourth- and fifth-grade students, four achievement test scores were correlated with success on nine tests designed to measure three cognitive functions: sustained attention, successive processing, and simultaneous processing. This experiment was designed in accordance with Luria's model of the three functional units of the brain. The nine cognitive test scores were factor analyzed and results supported the hypothesized three factors. The students were divided into high and low groups on each factor and the reading, spelling, mathematics, and reasoning tests were analyzed in a 2x2x2 multivariate and univariate analysis of variance. Results showed all three factors were related to success in spelling and reading. However, mathematics success was most closely related to the simultaneous processing factor and not significantly related to the sustained attention factor. (CTM)

ED 189 199 UD 020 047

Goodman, John L., Jr.
Urban Residential Mobility: Places, People, and Policy.

Urban Inst., Washington, D.C.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.; Ford Foundation, New York, N.Y.
Report No.-UI-239-802-14
Pub Date-78
Note-37p.
Available from-The Urban Institute, 2100 M Street, N.W., Washington, D.C. ($3.50; order number URI 23100)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Federal Government, *Geographic Mobility, *Housing Opportunities, Inner City, *Metropolitan Areas, *Public Policy, *Residential Patterns, Socioeconomic Status, Suburban Housing, *Urban Demography, Urban to Suburban Migration

This paper examines the human and locational factors that influence patterns of residential mobility within metropolitan areas and discusses ways that public policy influences mobility patterns. The first section focuses on current demographic trends in central cities and suburbs, discussing data from the mid 1970s on population movement between cities and suburbs, regional differences in these trends, the racial and socioeconomic characteristics of people who move, and turnover rates in metropolitan housing. The second section deals principally with the reasons that people move within the same metropolitan area, presenting data on age of movers, changes in housing tenure (i.e., from rental to home ownership), and behavior involved in seeking a new home. The third section of the paper considers ways that Federal policy can facilitate the redistribution of populations in order to attract higher income households to the cities and reduce the disproportionate concentration of the poor in these areas. (GC)

ED 189 242 UD 020 750

Koshiyama, Albert Noboru

The California Family Choice Initiatives: Implications for Urban Education.

Pub Date-Nov 79
Note-13p.; Paper presented at the National Urban Education Association Conference (Detroit, MI, November, 1979). Not available in paper copy due to light print.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Legislation, *Educational Vouchers, Elementary Secondary Education, *Financial Support, Private Education, Public Education, *School Support, *Tax Credits
Identifiers-*California

Three constitutional amendments proposed for the June and November, 1980, ballots in California are discussed in this paper. The amendments, all of which would channel public funds to private schools, are: (1) the Family Choice Initiative,'' also known as the Sugarman-Coons proposal, which would permit parents to use public funds to send their children to public or private schools; (2) the Performance Voucher Plan,'' or the Hickey-Canfield initiative, which would abolish the public school system and give an annual sum of money to parents for each child's education; and (3) the Educational Tax Credit Initiative,'' which would give a State income tax credit to taxpayers who pay public or private educational expenses. Positions in support of and in opposition to the three proposals are reviewed, with consideration given to the effects that each would have on poor, minority, and handicapped students. Also discussed are administrative difficulties that could be encountered in implementing the new funding procedures. (GC)

ED 189 041 SP 016 212

Pine, Gerald J. And Others

Impact Studies 1980.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-May 80
Grant-300-78-0466
Note-36p.
Available from-Publications Office, University of Oklahoma, 555 Constitution, Room 145, Norman, OK 73037.
Journal Cit-Journal of Research Adaptation; v1 May 1980
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Change Agents, Educational Change, Inservice Teacher Education, Mastery Learning, Professional Development, *Research Utilization, *Staff Development, Student Attitudes, *Summative Evaluation, Teacher Education, *Teacher Evaluation
Identifiers-*Teacher Corps

The extent of change caused by Teacher Corps research adaptation projects is examined. A report is given of the research addressing the relative impact of these projects on practitioners, teacher educators, and students. Excerpts are presented from papers on student achievement, teacher evaluation, and the impact of Teacher Corps research on professional staff development. (JD)

ED 189 068 SP 016 268

Current Awareness in Health Education, February 1980.

Herner and Co., Washington, D.C.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Feb 80
Contract-200-79-0919
Note-63p.
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstracts, Educational Research, *Educational Resources, Government Role, *Health Education, Nutrition, Physical Fitness, *Public Health, Self Care Skills, Sex Education, Teacher Education

In this collection of abstracts on current topics in health education the following subjects are addressed: 1) community health education; 2) health education in occupational settings; 3) health education methodology; 4) professional education; 5) regulation, legislation, and administration; 6) research and evaluation; 7) risk reduction; 8) school health education; 9) self care; and 10) sex education. (JD)

ED 189 094 SP 016 401

Fleming, Patrick J.

Staff Development Needs in Elementary Schools that Individualize Instruction. Technical Report No. 543.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 80
Grant-OB-NIE-G-80-0117
Note-211p.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Change Strategies, *Educational Strategies, Elementary Education, *Individualized Instruction, *Inservice Teacher Education, *Needs Assessment, *Problem Solving, *Staff Development, Student Motivation

Staff development programs are seen by many as the means to solving many educational problems. This study identifies staff needs and the staff development strategies that teachers in Individually Guided Education (IGE) elementary schools prefer. Divided into four chapters, this study offers suggestions for principals, inservice coordinators, teacher training institutions, and others responsible for staff development programs. Chapter I provides background information and past research pertaining to staff development programs. Chapter II details the research methodology used for this report. Chapter III describes and analyzes the data; and Chapter IV concludes this study with a summary and implications for practice and further research. Appendices include a bibliography, several of the questionnaires used for the study, and charts and figures detailing the results. (CJ)

Gialluca, Kathleen A. Weiss, David J.

Effects of Immediate Knowledge of Results on Achievement Test Performance and Test Dimensionality. Research Report 80-1.

Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Jan 80
Contract-N00014-76-C-0627
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, Biology, *Computer Assisted Testing, Cues, Factor Structure, *Feedback, Higher Education, *Latent Trait Theory, Multidimensional Scaling, Science Tests, *Scores, Test Items
Identifiers-Adaptive Testing

Two studies investigated the effects of immediate knowledge of results (feedback) of college biology test items upon performance on subsequent items. Students received correct answers after responding to each item. Tests and correct answers were administered on a cathode-ray terminal connected to a computer. Feedback did not systematically increase total test scores, as would be expected if students were using results from previously administered items as clues for subsequent items. Furthermore, feedback did not alter the latent trait and item characteristic curve assumption of unidimensionality, or local independence, among achievement test items. (CP)

ED 189 221 UD 020 712

Restoring Confidence in Public Education: An Agenda for the 1980s Conference Research Papers.

National Urban Coalition, Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-79
Contract-100-79-0017
Note-284p.; Papers presented at the conference on Restoring Confidence in Public Education: An Agenda for the 1980s'' (Reston, VA, January 24-26, 1979). For related documents see UD 020 582 and ED 175 987.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Educational Finance, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Equal Education, Finance Reform, Private Education, *Public Education, *Public Opinion, Public Schools, Public Support, *Urban Education

The papers presented in this document are the following: (1) Historic Roles of Public Education'' by Faustine C. Jones, (2) The Social Costs and Benefits of Public Education'' by Bernard C. Watson, (3) School Inequality in the Emerging Welfare State: Does It Make Sense?'' by John D. Owen, (4) Investment and Disinvestment in Public Education'' by Charles S. Benson, (5) Financing Public Education: The Threat of Disinvestment'' by Alvin H. Townsel and Edwin Hamilton, (6) Public Education, Private Education and the Tuition Tax Credit'' by Donald E. Frey, (7) Quality and Equality: The Regulation of Public Schools'' by Arthur E. Wise, (8) Searching Out the Best in Urban Education'' by Lloyd M. Cooke and Dorie Greenspan, and (9) A New Era of Excellence in Urban Education: What Can Be Done to Realize It?'' by Francis S. Chase. (MK)

Lipsky, William And Others

Filmstrips for Area Studies: A Critical Evaluation of K-12 Learning Materials. Occasional Paper No. 7.

California Univ., Los Angeles. Graduate School of Education
Spons Agency-California Univ., Los Angeles. African Studies Center.; California Univ., Los Angeles. East Asian Studies Center.; California Univ., Los Angeles. Von Grunebaum Center for Near Eastern Studies.
Pub Date-80
Note-293p.; For related documents, see ED 133 239-242 and ED 137 213.
Available from-Curriculum Inquiry Center, University of California at Los Angeles, 334 Moore Hall, Los Angeles, CA 90024 ($3.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-African Culture, African History, *Area Studies, Asian Studies, *Cross Cultural Studies, Cultural Awareness, Elementary Secondary Education, *Evaluation, *Filmstrips, Kindergarten, Latin American Culture, Latin American History, Multicultural Education, Resource Materials
Identifiers-Europe (East), Russia

This publication contains critical analyses of filmstrips dealing with five major world areas: Russia and East Europe, Latin America, Africa, Asia, and the Near East. The filmstrips are for use in elementary and secondary classrooms. One hundred and fifty filmstrips produced between 1970 and the present and available from commercial publishers and

ED 189 042 SP 016 213

Koehler, Virginia
Research on Teaching and Teacher Change.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 80
Note-11p.; Paper presented at the National Academy of Education conference (April 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Change Strategies, *Classroom Research, Elementary Secondary Education, *Evaluation Methods, *Research Methodology, *Teacher Improvement

The various approaches to research on teaching extend into notions about teacher change. It is difficult to discern whether researchers select research approaches on the basis of their beliefs about teacher change, or vice-versa. Models of teacher change related to these various approaches to the study of teaching include: 1) changing teacher behaviors, 2) changing the structure of classroom management, 3) understanding and changing teachers' thought processes, and 4) combining methods (2) and (3). Continuing research on teacher change must consider

Sack, Allen L.

Amateurism As an Exploitative Ideology.

Pub Date-Apr 80
Note-14p.; Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Athletes, Athletic Coaches, *Athletics, Higher Education, *Intercollegiate Cooperation, Scholarships, *Student College Relationship, Student Needs, Student Recruitment, Student Rights
Identifiers-*Amateurism

College athletic programs are too professionally organized to retain their amateur status, the essence of which is participant oriented. Because intercollegiate athletics is at least partly a commercial entertainment and of financial benefit to the sponsoring institution, athletes should be considered workers.'' Physical and emotional demands made on the college athlete differ little from those imposed on the professional. Reasons for colleges' retaining their amateur status include the widely believed claim that commercialism and academic values are incompatible, and the fear of loss of control over athletes, usually by awarding or withdrawing scholarships.'' College sports programs should be considered professional, and athletes should: 1) know their legal rights, 2) sign and understand the scholarship as a legal contract, and 3) form advisory and social committees to meet student athlete needs. (CJ)

Holmes, Susan E.

Item Banking: An Alternative Approach to Title I Evaluation?

Pub Date-Apr 80

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests, Elementary Education, Evaluation Methods, *Item Banks, *Measurement Techniques, Norm Referenced Tests, *Program Evaluation, *Scores

Identifiers-*California Achievement Tests, Elementary Secondary Education Act Title I, Linear Models, Oregon, *Rasch Model, RMC Models

The purpose of the research was to explore an alternative implementation strategy for Elementary Secondary Education Act Title I evaluation Model A; that is, the use of Rasch calibrated item banks rather than traditional norm-referenced tests. A methodology for obtaining normative information for such banks involved equating a normed test with selected subsets of bank items. Three conventional equating techniques and one Rasch model technique were used for the development of conversion tables. All four equating techniques yielded

ED 189 159 TM 800 330

Reynolds, Cecil R. Gutkin, Terry B.

Predictive Validity of the WISC-R for White and Mexican-American Children.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, *Anglo Americans, Emotional Disturbances, *Intelligence Tests, Intermediate Grades, *Mexican Americans, Multiple Regression Analysis, *Predictive Validity, Test Bias

Identifiers-*Chicanos, *Wechsler Intelligence Scale for Children (Revised), Wide Range Achievement Test

Predictive validity of the Weschler Intelligence Scale for Children-Revised (WISC-R), was investigated with 174 Chicanos and 94 Anglos, ages 10-11, who were referred for psychological services. Wide Range Achievement Test Reading, Spelling, and Arithmetic subtest scores were each regressed on WISC-R Verbal, Performance and Full Scale Intelligence Quotients. Regression lines for the prediction of achievement were compared across race through the Potthoff analysis, which provides a simultaneous test of slope and intercept values. As

ED 189 180 TM 800 362

Credit by Examination Comes of Age: Implications of AP and CLEP for Colleges, Schools, and Students. Report of the Colloquium on Credit by Examination (University of Wisconsin, Madison, Wisconsin, March 7-9, 1979).

College Entrance Examination Board, New York, N.Y.

Pub Date-80

Note-168p.; Photographs were removed because of copyright and legibility problems.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($10.95)

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Standards, *College Credits, Cost Effectiveness, Educational History, Educational Policy, Educational Trends, *Equivalency Tests, *Experiential Learning, Higher Education, Intercollegiate Cooperation, Testing Problems

Identifiers-*Advanced Placement Examinations (CEEB), *College Level Examination Program, Committee on Institutional Cooperation

This book is based on a national invitational colloquium that took place in March, 1979, at the University of Wisconsin Madison. The colloquium was sponsored by the College Board in cooperation with the Committee on Institutional Cooperation (CIC) of the Big Ten Universities

ED 189 243 UD 020 752

Morgan, Bruce Blake

The Relationship of Social Class to School Achievement in Kansas City, Missouri, 1950-1970.

Pub Date-79
Note-161p.; Ph.D. Dissertation, University of Missouri-Kansas City. Not available in paper copy due to author's restriction.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Academic Aptitude, Community Characteristics, Family Characteristics, Intermediate Grades, *Predictor Variables, *Research Methodology, *Social Class, *Socioeconomic Background, *Statistical Analysis
Identifiers-Missouri (Kansas City)

This research addressed the relationship of alternative social class measures (based on occupation) for elementary attendance areas in Kansas City, Missouri, with the median achievement of sixth graders on standardized tests. Correlation, regression, and multivariate analyses were used to study the relationships between school achievement and predictor variables (family background, neighborhood characteristics, and ability scores obtained from school profiles). Findings indicate that lower social class measures are systematically related to lower school achievement. These findings suggest the importance of social class, along with other socioeconomic measures and ability scores, as

ED 189 200 UD 020 151

Equal Opportunity in Physical Education and Athletics: Chapter 622, Title IX.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Pub Date- 76
Note-16p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, *Athletics, Elementary Secondary Education, *Equal Education, Equal Facilities, Federal Legislation, *Physical Education, *Sex Discrimination, State Legislation
Identifiers-Chapter 622 (Massachusetts), *Massachusetts, Title IX Education Amendments 1972

This pamphlet is designed to help school personnel in Massachusetts

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ıpational Assessment Handbook.
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ty Grouping
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ources in Education (RIE). Volume 15, Number 11.
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mic Ability
igning Instructional Materials: Guesswork or Facts?
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st?: Antagonism between Enjoyment and Achievement in ATI Studies.
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ı Analysis with Categorical Data: Applications to Education.
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mic Achievement
demic Performance of LACC Transfers to California State University
Los Angeles, 1978-79. Research Study Number 80-3.
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ED 188 741

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ED 188 748

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ED 187 921

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Postsecondary Vocational Education for Mentally Retarded Adults.

ED 188 379

Project CHOICE: #77. A Career Unit for Grades 5 and 6. Nutrition (Vitamin A) and Jobs Relating to the Handling and Care of Food. (Community and Personal Services Career Cluster).

ED 187 921

Food Service Workers

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part L. ACE Competency Based Job Descriptions: #52 Maid; #54 Ticket Agent; #55 Cosmetologist; #57 Counterperson; #58 Cook's Helper; #59 Kitchen Helper.

ED 187 839

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part M. ACE Competency Based Job Descriptions: #60 Food Assembler; #61 Injection Molder Machine Operator; #62 Data Entry Typist; #63 Institutional Cook; Office Core Job Description; #64 Clerk Typist.

ED 187 840

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part Q. ACE Competency Based Job Descriptions: #91 Meat Cutter; #92 Shipping Clerk; #93 Long Haul Truck Driver; #94 Truck Driver Light.

ED 187 844

Food Stores

Project CHOICE: #171. A Career Unit for Grades K-2. The Supermarket.

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ED 188 254

Revised Guidelines for Comprehensive Health Education, Grades 10-12.

ED 189 043

Revised Guidelines for Comprehensive Health Education, Grades 3 and 4.

ED 189 047

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ED 189 052

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ED 189 051

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ED 188 100

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ED 188 520

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ED 188 155

Health Occupations

Project CHOICE: #28. A Career Education Unit for Junior High School. Health Careers.

ED 187 981

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Health, United States, 1979.

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ED 188 895

Machinists

Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part P: ACE Competency Based Job Descriptions: #77 Secretary; #78 Keypunch Operator; Assembly Worker Core Job Description; #82 Electronics Assembler; #83 Printed Circuit Assembler; #84 Micro Electronics Assembler; #85 Chassis Assembler; #87 Machinist Apprentice.

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